THE SOUTHERN ASSOCIATION QUARTERLY

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THE SOUTHERN ASSOCIATION QUARTERLY

Published quarterly by the Southern Association of Colleges and Secondary Schools

Volume II MAY, 1938 Number 2

This number is devoted to the annual meeting of the Association, held in Dallas, Texas, March 31-April 1, 1938

BOARD OF PUBLICATION

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Assistant Superintendent of Schools, Birmingham

EDITOR

HOLLAND HOLTON, *Professor of Education, Duke University*

EDITORIAL COMMITTEE

President Donovan, President Phelps, Professor Holton

Reference to the minutes of the Forty-first Annual Meeting of the Southern Association of Colleges and Secondary Schools held in Richmond, Virginia, December 3, 4, 1936, as recorded on page 24 of Volume I, Number 1 shows the following official action authorizing this publication.

> Upon recommendation of the Executive Committee the Association voted to adopt the report of the Committee on Publications appointed at the fortieth annual meeting.
>
> The Committee on Publications of the Southern Association unanimously submits the following recommendations:
>
> 1. That a Southern Association Quarterly be issued.
>
> 2. That a board of five members be held responsible for securing an editor and supervising all matters pertaining to the publication and distribution of the Quarterly. This board is to be composed of the secretaries of the three commissions, the president. and the secretary-treasurer of the Association.
>
> 3, 4. (These sections recommended as to the character of the four issues and made appropriation for publication. See page cited above.)

In accordance with these resolutions the Board of Publication as listed above was set up, the editor elected, and the editorial committee constituted to consist of the President and the Secretary of the Association acting with the editor.

THE SOUTHERN ASSOCIATION QUARTERLY

Volume II MAY, 1938 Number 2

The Southern Association of Colleges and Secondary Schools: General and Historical Information

ORIGIN AND PURPOSE OF THE ASSOCIATION

The association was organized in the autumn of 1895 at Atlanta, Georgia, at a meeting of delegates from a number of Southern colleges and universities. Invitations to this meeting had been sent out by a committee appointed by the faculty of Vanderbilt University. The purpose of the meeting, as stated, was:

1. To organize Southern schools and colleges for coöperation and mutual assistance.

2. To elevate the standard of scholarship and to effect uniformity of entrance requirements.

3. To develop preparatory schools and cut off this work from the colleges.

On this basis an organization was effected and a constitution and by-laws were adopted. The following institutions were the charter members: Vanderbilt University, University of North Carolina, University of the South, University of Mississippi, Washington and Lee University, Trinity College (Duke University). Chancellor J. H. Kirkland was the first Secretary and Treasurer and served in this capacity until 1908 when the late Professor Frederick W. Moore became Secretary and Treasurer, serving until his death in 1911. Since that time this office has been filled by the following: Bert E. Young, 1911-1915; Walter Hullihen, 1915-1917; Edward A. Bechtel, 1917-1921; Edwin D. Pusey, 1921-1923; Theodore H. Jack, 1923-1926; Guy E. Snavely, 1926-1937; Shelton Phelps, 1937—.

The aims and standards of the Association are set forth in its Constitution, p. 291, this issue.

OFFICIAL ROSTER OF THE ASSOCIATION

OFFICERS OF THE ASSOCIATION 1938-1939

President Emeritus: Chancellor Emeritus James Hampton Kirkland, Vanderbilt University, Nashville, Tennessee

President: President H. L. Donovan, Eastern Kentucky State Teachers College

Vice President: Chancellor A. B. Butts, University of Mississippi

Vice President: Assistant Superintendent T. Q. Srygley, Port Arthur, Texas

Secretary-treasurer: President Shelton Phelps, Winthrop College, Rock Hill, South Carolina

Executive Secretary: M. C. Huntley, 924 West Seventh Street, Birmingham, Alabama

EXECUTIVE COMMITTEE 1938-1939

State Superintendent Sidney B. Hall, Virginia, (1939)
President Guy H. Wells, Georgia State College for Women, (1939)
Chancellor O. C. Carmichael, Vanderbilt University, (1940)
Professor M. R. Hinson, Florida State College for Women, (1940)
Professor S. B. Hathorn, Mississippi State College, (1941)
Dean T. H. Napier, Alabama College, (1941)
Dean C. A. Ives, Louisiana State University (Immediate Past President)
President and Secretary, *ex officio*

Date indicates expiration of term of office.

ROLL OF MEMBERS, APRIL 2, 1938

With the Date of Their Election to Membership

UNIVERSITIES AND SENIOR COLLEGES

(Alphabetically arranged with names of their presidents.)

Agnes Scott College, Decatur, Georgia, James Ross McCain, Ph.D., LL.D., President (1907)

Agricultural and Mechanical College of Texas, College Station, Texas, T. O. Walton, LL.D., President (1924)

Alabama College, Montevallo, Alabama, A. F. Harman, B.S., LL.D., President (1925)

Alabama Polytechnic Institute, Auburn, Alabama, L. N. Duncan, M.S., LL.D., President (1922)

Alabama, University of, University, Alabama, Richard C. Foster, LL.B., LL.D., President (1897)

*Baylor University, Waco, Texas, Pat M. Neff, M.A., LL.D., Ph.D., President (1914)

Berea College, Berea, Kentucky, William J. Hutchins, D.D., LL.D., President (1926)

Birmingham-Southern College, Birmingham, Alabama, Guy E. Snavely, Ph.D., LL.D., President (1922)

*Blue Mountain College, Blue Mountain, Mississippi, Lawrence T. Lowrey, Ph.D., President (1927)

*Carson and Newman College, Jefferson City, Tennessee, James T. Warren, M.A., LL.D., President (1927)

Catawba College, Salisbury, North Carolina, Howard R. Omwake, Ped.D., Litt.D., President (1928)

*Centenary College, Shreveport, Louisiana, Pierce Cline, M.A., President (1925)

Centre College, Danville, Kentucky, J. H. Hewlett, A.M., Ph.D., Acting President (1904)

Charleston, the College of, Charleston, South Carolina, Harrison Randolph, A.M., LL.D., President (1916)

Chattanooga, University of, Chattanooga, Tennessee, Alexander Guerry, D.C.L., President (1910)

Clemson College, Clemson, South Carolina, E. W. Sikes, Ph.D., LL.D., President (1927)

Coker College, Hartsville, South Carolina, C. S. Green, M.A., B.D., D.D., President (1923)

Columbia College, Columbia, South Carolina, J. C. Guilds, M.A., Litt.D., President (1938)

Converse College, Spartanburg, South Carolina, E. M. Gwathmey, M.A., Ph.D., President (1912)

Davidson College, Davidson, North Carolina, Walter L. Lingle, A.M., LL.D., President (1917)

*Delta State Teachers College, Cleveland, Mississippi, William M. Kethley, M.A., President (1930)

Duke University, Durham, North Carolina, William Preston Few, Ph.D., LL.D., President (1895)

East Carolina Teachers College, Greenville, North Carolina, Leon R. Meadows, Ph.D., President (1927)

* Not now fully meeting one or more of the Standards but continued on the approved list pending the removal of deficiencies.

East Tennessee State Teachers College, Johnson City, Tennessee, Charles C. Sherrod, Ph.D., President (1927)
East Texas State Teachers College, Commerce, Texas, S. H. Whitley, M.A., LL.D., President (1925)
Eastern Kentucky State Teachers College, Richmond, Kentucky, H. L. Donovan, Ph.D., LL.D., President (1928)
Emory University, Atlanta, Georgia, Harvey W. Cox, Ph.D., LL.D., President (1917)
*Emory and Henry College, Emory, Virginia, James N. Hillman, M.A., LL.D., President (1925)
Florida State College for Women, Tallahassee, Florida, Edward Conradi, Ph.D., President (1915)
Florida, University of, Gainesville, Florida, John J. Tigert, A.M., LL.D., President (1913)
Furman University, Greenville, South Carolina, Bennette E. Geer, M.A., Litt.D., President (1924)
George Peabody College for Teachers, Nashville, Tennessee, S. C. Garrison, Ph.D., President (1915)
*Georgetown College, Georgetown, Kentucky, Henry N. Sherwood, Ph.D., LL.D., President (1919)
Georgia School of Technology, Atlanta, Georgia, M. L. Brittain, LL.D., President (1923)
Georgia State College for Women, Milledgeville, Georgia, Guy H. Wells, A.M., LL.D., President (1925)
Georgia State Woman's College, Valdosta, Georgia, Frank R. Reade, Ph.D., President (1929)
Georgia, University of, Athens, Georgia, H. W. Caldwell, A.B., LL.B., President (1909)
Greensboro College, Greensboro, North Carolina, Luther L. Gobbel, Ph.D., President (1926)
Guilford College, Guilford, North Carolina, Clyde A. Milner, Ph.D., President (1926)
H. Sophie Newcomb Memorial College (Vid. Tulane University), Rufus C. Harris, LL.D., President (1903)
Hampden-Sydney College, Hampden-Sydney, Virginia, J. D. Eggleston, LL.D., President (1919)
*Hardin-Simmons University, Abilene, Texas, J. D. Sandefer, Ph.D., LL.D., President (1927)
Hollins College, Hollins, Virginia, Bessie C. Randolph, Ph.D., President (1932)
*Howard College, Birmingham, Alabama, T. V. Neal, D.D., President (1920)
Incarnate Word College, San Antonio, Texas, Sister M. Columkille, Ph.D., President (1925)
John B. Stetson University, DeLand, Florida, W. S. Allen, Ph.D., President (1932)
*Judson College, Marion, Alabama, L. G. Cleverdon, A.M., Ph.D., President (1925)
Kentucky, University of, Lexington, Kentucky, F. L. McVey, Ph.D., LL.D., President (1915)
Lenoir-Rhyne College, Hickory, North Carolina, P. E. Monroe, D.D., President (1928)
*Limestone College, Gaffney, South Carolina, Robert C. Granberry, B.D., D.D., President (1928)

* Not now fully meeting one or more of the Standards but continued on the approved list pending the removal of deficiencies.

*Lincoln Memorial University, Harrogate, Tennessee, S. W. McClelland, D.D., President (1936)
Louisiana State Normal College, Natchitoches, Louisiana, A. A. Fredericks, M.A., President (1926)
Louisiana State University, Baton Rouge, Louisiana, James M. Smith, Ph.D., President (1913)
Louisville, University of, Louisville, Kentucky, Raymond Kent, Ph.D., President (1915)
*Loyola University, New Orleans, Louisiana, Harold A. Gaudin, S.J., Ph.D., President (1929)
Mary Baldwin College, Staunton, Virginia, Lewis W. Jarman, M.A., LL.D., President (1931)
*Mary Hardin-Baylor College, Belton, Texas, Gordon G. Singleton, M.A., Ph.D., President (1926)
Maryville College, Maryville, Tennessee, Ralph W. Lloyd, D.D., President (1922)
Mercer University, Macon, Georgia, Spright Dowell, LL.D., President (1911)
Meredith College, Raleigh, North Carolina, Charles E. Brewer, Ph.D., LL.D., President (1921)
Middle Tennessee State Teachers College, Murfreesboro, Tennessee, Pritchet A. Lyon, LL.D., President (1928)
Millsaps College, Jackson, Mississippi, David Martin Key, Ph.D., LL.D., President (1912)
Mines and Metallurgy, College of, El Paso, Texas, D. M. Wiggins, M.A., Ph.D., President (1936)
Mississippi College, Clinton, Mississippi, D. M. Nelson, Ph.D., LL.D., President (1922)
Mississippi State College, State College, Mississippi, G. D. Humphrey, M.A., President (1926)
Mississippi State College for Women, Columbus, Mississippi, B. L. Parkinson, Ph.D., President (1921)
Mississippi State Teachers College, Hattiesburg, Mississippi, J. B. George, Ph.D., President (1929)
Mississippi, University of, University, Mississippi, Alfred B. Butts, M.S., Ph.D., LL.B., Chancellor (1895)
Mississippi Woman's College, Hattiesburg, Mississippi, Wm. E. Holcomb, M.A., LL.D., President (1926)
Morehead State Teachers College, Morehead, Kentucky, H. A. Babb, A.M., President (1930)
Murray State Teachers College, Murray, Kentucky, James H. Richmond, LL.D., President (1928)
Nazareth College, Louisville, Kentucky, Sister Mary Anastasia Coady, Ph.D., President (1938)
*Newberry College, Newberry, South Carolina, James C. Kinard, LL.D., Litt.D., President (1936)
North Carolina State College of Agriculture and Engineering, Raleigh, North Carolina, J. W. Harrelson, M.E., Dean (1928)
North Carolina, University of, Chapel Hill, North Carolina, Frank P. Graham, A.M., LL.D., President (1895)
North Texas State Teachers College, Denton, Texas, Wm. J. McConnell, Ph.D., President (1925)

* Not now fully meeting one or more of the Standards but continued on the approved list pending the removal of deficiencies.

Our Lady of the Lake College, San Antonio, Texas, H. A. Constantineau, A.M., D.D., President (1923)
Queens-Chicora College, Charlotte, North Carolina, William H. Frazer, D.D., Litt.D., President (1932)
Randolph-Macon College, Ashland, Virginia, R. E. Blackwell, A.M., LL.D., President (1904)
Randolph-Macon Woman's College, Lynchburg, Virginia, Theodore H. Jack, Ph.D., LL.D., President (1902)
Rice Institute, Houston, Texas, Edgar Odell Lovett, Ph.D., LL.D., President (1914)
Richmond, University of, Richmond, Virginia, F. W. Boatwright, A.M., LL.D., President (1910)
Roanoke College, Salem, Virginia, Charles J. Smith, M.A., D.D., LL.D., President (1927)
Rollins College, Winter Park, Florida, Hamilton Holt, Litt.D., LL.D., President (1927)
Salem College, Winston-Salem, North Carolina, Howard E. Rondthaler, D.D., President (1922)
Sam Houston State Teachers College, Huntsville, Texas, C. N. Shaver, LL.D., President (1925)
*Shorter College, Rome, Georgia, Paul M. Cousins, M.A., President (1923)
South Carolina, University of, Columbia, South Carolina, J. R. McKissick, A.M., LL.D., President (1917)
South Georgia Teachers College, Collegeboro, Georgia, M. S. Pittman, A.M., Ph.D., President (1935)
Southern Methodist University, Dallas, Texas, Charles C. Selecman, D.D., President (1921)
Southwest Texas State Teachers College, San Marcos, Texas, C. E. Evans, M.A., LL.D., President (1925)
Southwestern Louisiana Institute, Lafayette, Louisiana, L. E. Frazer, A.M., President (1925)
Southwestern, Memphis, Tennessee, Charles E. Diehl, A.M., LL.D., President (1911)
Southwestern University, Georgetown, Texas, J. W. Bergin, A.B., D.D., President (1915)
State Teachers College, East Radford, Virginia, J. P. McConnell, Ph.D., President (1928)
State Teachers College, Farmville, Virginia, J. L. Jarman, LL.D., President (1927)
State Teachers College, Florence, Alabama, H. J. Willingham, A.M., LL.D., President (1934)
State Teachers College, Fredericksburg, Virginia, Morgan L. Combs, Ed.D., President (1930)
State Teachers College, Harrisonburg, Virginia, Samuel Page Duke, A.M., LL.D., President (1927)
State Teachers College, Jacksonville, Alabama, C. W. Daugette, M.Sc., LL.D., President (1935)
State Teachers College, Livingston, Alabama, N. F. Greenhill, A.M., Ph.D., President (1938)
State Teachers College, Troy, Alabama, C. B. Smith, B.S., M.A., President (1934)
Stephen F. Austin State Teachers College, Nacogdoches, Texas, A. W. Birdwell, M.A., President (1927)

* Not now fully meeting one or more of the Standards but continued on the approved list pending the removal of deficiencies.

Sul Ross State Teachers College, Alpine, Texas, Horace W. Morelock, M.A., LL.D., President (1929)
Sweet Briar College, Sweet Briar, Virginia, Meta Glass, Ph.D., Litt.D., President (1920)
Tennessee, University of, Knoxville, Tennessee, James D. Hoskins, LL.D., Litt.D., President (1897)
Texas Christian University, Fort Worth, Texas, E. M. Waits, LL.D., President (1922)
Texas College of Arts and Industries, Kingsville, Texas, J. O. Loftin, M.A., President (1933)
Texas State College for Women, Denton, Texas, L. H. Hubbard, Ph.D., LL.D., President (1923)
Texas Technological College, Lubbock, Texas, Bradford Knapp D.Agr., President, (1928)
Texas, University of, Austin, Texas, J. W. Calhoun, M.A., President (1901)
The Citadel, Charleston, South Carolina, Gen. Charles P. Summerall, LL.D., President (1924)
Transylvania College, Lexington, Kentucky, Arthur Braden, Ph.D., President(1915)
Tulane University, including H. Sophie Newcomb Memorial College, New Orleans, Louisiana, Rufus C. Harris, LL.D., Jus.D., President (1903)
Tusculum College, Greenville, Tennessee, Charles A. Anderson, A.M., D.D., President (1926)
Union College, Barbourville, Kentucky, John Owen Gross, S.T.B., D.D., President (1932)
University of the South, Sewanee, Tennessee, Benjamin F. Finney, LL.D., Vice Chancellor (1895)
Vanderbilt University, Nashville, Tennessee, O. C. Carmichael, M. A., B.Sc., LL.D., Chancellor (1895)
Virginia Military Institute, Lexington, Virginia, Charles Evans Kilbourne, President (1926)
Virginia Polytechnic Institute, Blacksburg, Virginia, Julian A. Burruss, Ph.D., President (1923)
Virginia, University of, Charlottesville, Virginia, J. L. Newcomb, C.E., D.Sci., President (1904)
Wake Forest College, Wake Forest, North Carolina, Thurman D. Kitchin, M.D., LL.D., President (1921)
Washington and Lee University, Lexington, Virginia, Francis P. Gaines, Ph.D., LL.B., President (1895)
Western Kentucky State Teachers College, Bowling Green, Kentucky, Paul L. Garrett, M.A., President (1926)
West Tennessee State Teachers College, Memphis, Tennessee, John Willard Brister, M.A., President (1927)
West Texas State Teachers College, Canyon, Texas, J. A. Hill, M.A., LL.D., President (1925)
†William and Mary, College of, Williamsburg, Virginia, John Stewart Bryan, LL.D., President (1921)
Winthrop College, Rock Hill, South Carolina, Shelton Phelps, Ph.D., LL.D., President (1923)
Wofford College, Spartanburg, South Carolina, Henry N. Snyder, LL.D., President (1917)

† Not now fully meeting Standard No. 18 but continued on the approved list pending the removal of deficiency.

Woman's College of the University of North Carolina, Greensboro, North Carolina, W. C. Jackson, S.B., LL.D., Dean (1921)

FOUR-YEAR MEMBER COLLEGES ON PROBATION

Brenau College, Gainesville, Georgia, Haywood J. Pearce, Ph.D., President (1929)
Bridgewater College, Bridgewater, Virginia, Paul H. Bowman, M.A., D.D., President (1925)
Erskine College, Due West, South Carolina, R. C. Grier, D.D., President (1925)
Florida Southern College, Lakeland, Florida, Ludd M. Spivey, A.M., LL.D., President (1935)
Huntingdon College, Montgomery, Alabama, Walter D. Agnew, Ph.D., President (1928)
Louisiana College, Pineville, Louisiana, C. Cottingham, LL.D., President (1923)
Louisiana Polytechnic Institute, Ruston, Louisiana, E. S. Richardson, M.A., President (1927)
Lynchburg College, Lynchburg, Virginia, R. B. Montgomery, A.M., B.D., Ph.D., President (1927)
Spring Hill College, Spring Hill, Alabama, John J. Druhan, S.J., A.M., President (1922)
Trinity University, Waxahachie, Texas, F. L. Wear, A.B., D.D., President (1925)
Wesleyan College, Macon, Georgia, Dice Robins Anderson, Ph.D., LL.D., President (1919)

JUNIOR COLLEGES

Amarillo College, Amarillo, Texas, John F. Mead, A.B., President (1933)
Averett College, Danville, Virginia, Curtis V. Bishop, A.B., A.M., President (1928)
Belmont Abbey Junior College, Belmont, North Carolina, Vincent G. Taylor, D.D., President (1936)
Bethel Woman's College, Hopkinsville, Kentucky, John W. Gaines, LL.D., President (1928)
Brownsville Junior College, Brownsville, Texas, E. C. Dodd, A.M., President (1930)
Copiah-Lincoln Junior College, Wesson, Mississippi, J. M. Ewing, M.A., President (1936)
Cumberland College, Williamsburg, Kentucky, James Lloyd Creech, B.S., President (1931)
Edinburg College, Edinburg, Texas, R. P. Ward, M. A., Director (1932)
Emory Junior College, Oxford, Georgia, Geo. S. Roach, A.B., Division Executive (1935)
Emory Junior College, Valdosta, Georgia, Hollis Edens, A.B., Dean (1935)
Georgia Southwestern College, Americus, Georgia, Peyton Jacob, M.A., President (1932)
Gulf Park College, Gulfport, Mississippi, Richard G. Cox, A.M., President (1926)
Harrison-Stone-Jackson Agricultural High School and Junior College, Perkinston, Mississippi, C. J. Darby, B.S., President (1929)
Hinds Junior College, Raymond, Mississippi, George Judson Cain, M.A., President (1928)
Holmes County Junior College, Goodman, Mississippi, Major C. McDaniel, President (1934)
John Tarleton Agricultural College, Stephenville, Texas, J. Thomas Davis, A.M., LL.D., President (1926)
Junior College of Augusta, Augusta, Georgia, E. W. Hardy, B.A., M.A., President (1926)

Lamar College, Beaumont, Texas, C. W. Bingham, A.M., President (1929)
Lon Morris College, Jacksonville, Texas, C. E. Peeples, B.A., M.A., B.D., President (1927)
Marion Institute, Marion, Alabama, Walter Lee Murfee, A.M., President (1926)
Mars Hill College, Mars Hill, North Carolina, R. L. Moore, Ed.D., President (1926)
Middle Georgia College, Cochran, Georgia, L. H. Browning, B.A., President (1933)
Mount St. Joseph Junior College, Maple Mount, Kentucky, Mother M. Teresita Thompson, President (1933)
Nazareth Junior College, Nazareth, Kentucky, Sister M. Ignatius (1929)
North Georgia College, Dahlonega, Georgia, J. C. Rogers, A.M., President (1935)
Paris Junior College, Paris, Texas, J. R. McLemore, M.A., President (1934)
Pikeville College, Pikeville, Kentucky, Frank B. McClelland, M.S., President (1931)
Sacred Heart College, Louisville, Kentucky, Mother M. Petra, President (1933)
San Angelo College, San Angelo, Texas, F. E. Smith, President (1936)
St. Bernard College, St. Bernard, Alabama, Rt. Rev. Ambrose Reger, O.S.B., President (1932)
St. Mary's School, Raleigh, North Carolina, Mrs. Ernest Cruikshank, B.S., President (1927)
St. Petersburg Junior College, St. Petersburg, Florida, R. B. Reed, A.B., President (1931)
Schreiner Institute, Kerrville, Texas, James J. Delaney, M.A., Litt.D., President (1934)
Southern Junior College, Collegedale, Tennessee, John C. Thompson, B.A., B.S., M.A., President (1936)
South Georgia College, Douglas, Georgia, Joseph M. Thrash, President (1934)
Sue Bennett College, London, Kentucky, Kenneth C. East, M.A., President (1932)
Sullins College, Bristol, Virginia, W. E. Martin, Ph.D., President (1926)
Sunflower County Junior College, Moorhead, Mississippi, P. M. West, A.B., A.M., President (1930)
Tennessee Wesleyan College, Athens, Tennessee, James L. Robb, A.M., President (1926)
Texarkana Junior College, Texarkana, Texas, H. W. Stilwell, M.A., President (1931)
Tyler Junior College, Tyler, Texas, J. M. Hodges, M.A., President (1931)
Virginia Intermont College, Bristol, Virginia, H. G. Noffsinger, A.M., Litt.D., LL.D., President (1925)
Ward-Belmont School, Nashville, Tennessee, A. B. Benedict, President (1925)
West Georgia College, Carrollton, Georgia, I. S. Ingram, President (1936)
Young Harris College, Young Harris, Georgia, T. J. Lance, A.M., Ped.D., President (1938)

MEMBER JUNIOR COLLEGES ON PROBATION

Andrew College, Cuthbert, Georgia, Frank S. C. Olliff, A.B., President (1927)
Pearl River College, Poplarville, Mississippi, R. E. L. Sutherland, M.A., President (1929)
Whitworth College, Brookhaven, Mississippi, George F. Winfield, M.A., D.D., President (1927)

LIST OF FOUR-YEAR NON-MEMBER COLLEGES*

* The institutions named below have been approved by the Commission as being competent to train teachers for the accredited schools of the Association, though they do not fully meet the requirements for admission as members. The inclusion of their names on the non-member list from which teachers may be drawn is not a warrant for their making use of this fact for advertising purposes in their catalogues or other printed matter, nor as evidence of recognition or accrediting by the Association.

Georgia

Bessie Tift College, Forsyth
LaGrange College, LaGrange
Piedmont College, Demorest

Kentucky

Asbury College, Wilmore
Kentucky Wesleyan College, Winchester

Mississippi

Belhaven College, Jackson

North Carolina

Elon College, Elon College
Flora Macdonald College, Red Springs

South Carolina

Lander College, Greenwood
Presbyterian College, Clinton

Tennessee

Cumberland University, Lebanon
King College, Bristol
Milligan College, Milligan College
Tennessee College, Murfreesboro
Union University, Jackson

Texas

Abilene Christian College, Abilene
Howard Payne College, Brownwood
St. Mary's University, San Antonio
Texas Wesleyan College, Fort Worth

LIST OF MEMBER SCHOOLS OF THE SOUTHERN ASSOCIATION, APRIL 2, 1938

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACHERS	PUPILS	ACCREDITED
ALABAMA			
Andalusia; P., 3; J. H. Johnson	17	461	1914
Anniston; P., 3; P. G. Myer	22	674	1926
Auburn			
Lee County High School; P., 3; J. A. Parrish	11	280	1925
Bessemer			
High School; P. 4; J. A. Davis	37	870	1917
Hueytown High School (R. 1); P., 3; H. F. Gilmore	21	584	1923
Birmingham			
Ensley High School; P., 4; E. E. Sechriest	69	1,852	1913
Loulie Compton Seminary; Pr., 4; Dr. Louis E. Heinmiller	5	25	1923
Misses Howard's School; Pr., 4; V. Pearl Howard	5	40	1933
Phillips High School; P., 4; C. J. Going	93	2,503	1913
Ramsay Technical High School; P., 4; T. C. Young	53	1,214	1932
Shades-Cahaba High School; P., 3; J. M. Ward	21	531	1923
West End High School; P., 4; N. H. Price	40	991	1933
Woodlawn High School; P., 4; N. B. Hendrix	78	2,050	1923
Boaz			
Snead Academy; Pr., 3; Dr. Sherman M. Smith	14	52	1924
Brewton			
T. R. Miller High School; P., 3; R. L. Scribner	11	211	1930
Brundidge			
Pike County High School; P., 3; W. S. Leatherwood	11	273	1929
Centerville			
Bibb County High School; P., 4; G. H. Stacy	12	312	1921
Clanton			
Chilton County High School; P., 3; Patterson Hicks	15	362	1927
Cullman			
Cullman County High School; P., 4; J. C. Lewis	16	434	1921
Fairview High School (R. 2); P., 3; P. T. Orr	11	303	1933
Sacred Heart Academy; Pr., 4; Mother Annunciata	8	70	1936
Deatsville			
Holtville High School; P., 3; James Chrietzberg	11	240	1930
Decatur			
Senior High School; P., 3; W. T. Jordan	15	378	1913
Dothan; P., 3; T. G. Vaughan	18	410	1914
Eclectic			
Elmore County High School; P., 3; Creel Richardson	12	314	1934
Eufaula; P., 4; O. B. Carter	8	174	1913
Fairfield; P., 4; W. H. McMurry	15	341	1923
Florala			
Covington County High School; P., 3; Hugh L. Taylor	9	246	1925
Florence			
Coffee High School; P., 4; J. W. Powell	21	588	1920

LIST OF MEMBER SCHOOLS, 1937-38—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACHERS	PUPILS	ACCREDITED
ALABAMA—*Continued*			
Foley; P., 3; W. R. Bennett	10	276	1928
Fort Payne			
DeKalb County High School; P., 3; Herman Watson	15	293	1932
Gadsden; P., 4; J. D. Samuels	33	935	1913
Guntersville			
Marshall County High School; P., 3; W. D. Newman	16	526	1922
Hartselle			
Morgan County High School; P., 4; W. P. Snuggs	10	183	1926
Huntsville; P., 4; J. R. Hines	15	425	1913
Lafayette; P., 3; J. M. Briscoe	10	205	1926
Marion			
Marion Institute; Pr., 4; L. H. Baer	12	54	1926
Perry County High School; P., 3; L. G. Walker	12	282	1930
Mobile			
Convent of Mercy High School; Pr., 4; Sister Mary Clarissa	6	100	1936
Murphy High School; P., 4; K. J. Clark	105	2,861	1912
University Military School; Pr., 4; Wm. S. Pape	5	76	1900
Montevallo; P., 3; W. F. Tidwell	15	421	1923
Montgomery			
Sidney Lanier High School; P., 3; J. S. McCants	52	1,406	1913
Northport			
Tuscaloosa County High School; P., 3; R. J. Fisher	21	682	1927
Opelika			
Clift High School; P., 3; R. B. Mardre	16	370	1917
Opp; P., 3; W. W. Scales	11	289	1925
Ozark			
Dale County High School; P., 3; W. E. Snuggs	18	451	1926
Piedmont; P., 3; B. A. Buchanan	11	319	1930
Pike Road; P., 3; T. H. Belser	5	86	1921
Ramer			
Montgomery County High School; P., 3; P. H. Harris	11	246	1921
Roanoke			
Handley High School; P., 4; B. F. Simms	10	255	1930
St. Bernard; Pr., 5; Rev. Urban White	20	116	1922
Selma; P., 3; T. M. Bonner	17	426	1913
Shawmut; P., 3; W. W. Whorton	7	157	1927
Sheffield; P., 4; C. M. Brewster	13	385	1920
Talladega; P., 3; W. P. McLure	13	340	1914
Thorsby			
Thorsby Institute; Pr., 4; Helen C. Jenkins	8	57	1923
Troy; P., 3; W. M. Hughes	17	406	1920
Tuscaloosa; P., 3; Clara L. Verner	31	580	1914
Tuscumbia			
Deshler High School; P., 4; R. E. Thompson	11	326	1926

LIST OF MEMBER SCHOOLS, 1937-38—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACHERS	PUPILS	ACCREDITED
ALABAMA—*Continued*			
Tuskegee; P., 3; J. D. Jackson	9	195	1929
Union Springs; P., 3; C. E. McNair	9	208	1927
Uniontown; P., 3; J. S. Branyon	7	125	1925
Total (Number schools 63)	1,260	30,845	
Average per school	20	490	
FLORIDA			
Alva; P., 6; J. W. Moore	6	58	1931
Apopka; P., 6; H. J. Laney	10	187	1929
Auburndale; P., 6; S. B. Groom	11	234	1925
Avon Park; P., 6; Stanley N. Reeves	12	304	1923
Bartow; P., 6; A. L. Vergason	25	601	1915
Boynton; P., 6; Leslie B. Crane	6	109	1928
Bradenton; P., 6; Paul Davis	34	772	1929
Brandon; P., 3; E. F. McLane	11	173	1929
Brooksville			
Hernando County High School; P., 4; William Sult	12	354	1936
Bunnell; P., 4; Paul E. Peters	6	94	1938
Bushnell			
Sumter County High School; P., 6; Paul T. Delavan	10	175	1925
Clearwater; P., 3; E. W. McMullen	14	411	1914
Clermont-Mineola; P., 6; A. D. Fleshman	8	143	1928
Cocoa; P., 6; E. B. Henderson	11	270	1925
Coral Gables			
Ponce de Leon High School; P., 4; H. N. Rath	29	670	1926
St. Theresa's High School; Pr., 4; Sr. M. Norberta	5	117	1933
Crescent City; P., 6; J. S. Hand	7	190	1936
Cross City			
Dixie County High School; P., 6; W. B. Feagle	19	307	1929
Dade City			
Pasco County High School; P., 4; H. Dale Smith	10	275	1934
Dania			
South Broward High School; P., 6; E. A. Crudup	12	253	1924
Daytona Beach			
Daytona Beach High (Mainl.); P., 4; W. B. Treloar	28	578	1914
Seabreeze High School; P., 6; A. E. Harbin	20	402	1920
DeFuniak Springs			
Walton County High School; P., 4; T. D. Bailey	12	340	1927
DeLand; P., 4; M. J. Perret	21	467	1918
Delray; P., 6; Young Hogan	9	181	1922
Dunnellon; P., 6; Dow G. Beck	6	102	1922
Eau Gallie; P., 6; Fred Huffstutler	5	55	1926

LIST OF MEMBER SCHOOLS, 1937-38—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACHERS	PUPILS	ACCREDITED
FLORIDA—*Continued*			
Eustis; P., 6; F. J. Banning	15	364	1923
Fort Lauderdale; P., 6; R. L. Goulding	38	828	1918
Fort Myers; P., 3; Charles W. Whitnel	15	389	1914
Fort Pierce			
St. Lucie County High School; P., 6; A. B. Connor	22	525	1918
Gainesville			
Gainesville High School; P., 4; F. W. Buchholz	20	474	1914
P. K. Yonge Laboratory School; P., 6; G. Ballard Simmons	17	242	1934
Gonzalez			
Tate Agricultural High School; P., 6; O. A. Strange	12	337	1936
Graceville; P., 3; D. R. Allen	6	112	1938
Groveland; P., 6; Leo L. Boles	8	137	1926
Haines City; P., 4; J. Milton Lewis	9	233	1925
Homestead			
Homestead High School; P., 6; J. A. Rehwinkel	17	273	1921
Redland High School; P., 6; Carl Wagner	16	284	1926
Inverness			
Citrus County High School; P., 6; Edward L. Beeson	9	176	1938
Jacksonville			
The Bolles School; Pr., 6; A. W. Clemens	19	174	1933
Immaculate Conception High; Pr., 4; Sr. M. Evangelista	5	80	1934
Andrew Jackson High School; P., 3; M. A. Demorest	57	1,418	1927
Landon Junior-Senior High; P., 6; W. H. Turney	51	1,197	1927
Robert E. Lee High School; P., 3; J. W. Gilbert	63	1,611	1927
St. Joseph's Academy; Pr., 4; Sr. M. Monica	5	45	1933
St. Paul's High School; Pr., 4; Sr. M. Fidelis	6	126	1931
Key West			
Convent of Mary Immaculate; Pr., 4; Sr. Catherine Semmes	4	54	1933
Key West High School; P., 3; Horace O'Bryant	9	222	1924
Kissimmee			
Osceola High School; P., 6; D. B. Shaver	15	313	1914
Lake City			
Columbia High School; P., 4; J. F. Eastham	16	418	1923
Lakeland; P., 4; T. J. Poppell	36	985	1914
Lake Wales; P., 4; F. S. McLaughlin	12	245	1924
Lake Worth; P., 4; L. M. Hamblin	16	323	1922
Largo; P., 6; R. J. Knight	10	281	1915
Leesburg; P., 6; J. F. Arnold	19	497	1915
Maitland			
Forest Lake Academy; Pr., 4; W. E. McClure	10	167	1934
Marianna			
Jackson County High School; P., 6; E. T. Denmark	18	402	1925

LIST OF MEMBER SCHOOLS, 1937-38—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACHERS	PUPILS	ACCREDITED
FLORIDA—*Continued*			
Melbourne; P., 6; John F. Turner	11	274	1925
Miami			
Gesu High School; Pr., 4; Sr. M. Constance	6	178	1929
Miss Harris' Florida School; Pr., 4; Julia F. Harris	8	50	1934
Miami Edison Senior High; P., 3; J. G. Fisher	77	1,646	1921
Miami Military Academy; Pr., 6; J. R. Williams	5	34	1927
Miami Senior High School; P., 3; W. R. Thomas	96	2,285	1914
Miami Beach			
Miami Beach Senior High School, P., 4; Sidney H. Ellison	28	361	1927
St. Patrick's High School; Pr., 4; Sr. M. Ann Terence	6	80	1933
Milton			
Santa Rosa High School; P., 4; M. V. White	9	237	1924
Montverde; Pr., 6; H. P. Carpenter	9	164	1927
Moore Haven; P., 6; O. V. Curington	8	115	1936
Mount Dora; P., 6; D. D. Roseborough	9	186	1925
Mulberry; P., 3; W. H. Purcell	8	162	1925
New Port Richey			
Gulf High School; P., 6; M. G. Donaldson	10	175	1929
New Smyrna; P., 6; H. A. Schubiger	24	500	1917
Ocala; P., 4; A. E. Blewett	16	453	1914
Ocoee; P., 6; R. G. Pitman	8	167	1925
Okeechobee; P., 6; C. M. Redding	11	218	1923
Orlando			
Senior High School; P., 3; W. R. Boone	41	1,119	1920
St. James High School; Pr., 4; Sr. M. Augustine	5	67	1938
Pahokee; P., 6; P. E. Walker	13	293	1938
Palatka			
Putnam County High School; P., 6; G. C. Roberts	18	504	1936
Palmetto; P., 6; W. P. Davidson	21	360	1918
Panama City			
Bay County High School; P., 4; A. M. Singletary	21	576	1923
Pensacola			
Pensacola High School; P., 4; J. H. Workman	53	1,590	1918
St. Michael's High School; Pr., 4; Sr. M. Angela Malone	4	77	1928
Perry			
Taylor County High School; P., 6; C. J. Bowman	18	444	1936
Plant City; P. 3; V. D. Beckner	20	412	1914
Pompano; P., 6; Roy E. Hope	8	166	1927
Punta Gorda			
Charlotte County High School; P., 6; Harry B. Mullon	9	225	1931
Quincy			
Gadsden County High School; P., 6; Hal Crownover	20	452	1914

LIST OF MEMBER SCHOOLS, 1937-38—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACHERS	PUPILS	ACCREDITED
FLORIDA—*Continued*			
Reddick; P., 6; S. T. Lastinger	7	180	1938
River Junction			
Chattahoochee High School; P., 6; J. E. Williams	10	202	1934
St. Augustine			
Ketterlinus High School; P., 4; J. A. Crookshank	13	341	1938
St. Joseph's Academy; Pr., 4; Sr. Theresa Joseph	6	134	1924
St. Cloud; P., 6; L. F. Rutledge	11	237	1924
St. Leo Academy; Pr., 6; Ernest Schultz	15	89	1921
St. Petersburg			
Florida Military Academy; Pr., 4; L. G. Jones	12	129	1914
St. Paul's School; Pr., 4; Sr. M. Clarita	7	92	1933
St. Petersburg High School; P., 3; A. J. Geiger	56	1,561	1914
Sanford			
Seminole High School; P., 4; G. E. McKay	22	553	1924
Sarasota; P., 3; C. C. Strode	15	310	1918
Sebring; P., 6; M. Mitchell Ferguson	12	311	1923
Tallahassee			
Florida High School; P., 6; R. B. Parsons	16	211	1930
Leon County High School; P., 6; V. W. Clark	38	1,013	1914
Tampa			
Academy of Holy Names; Pr., 4; Sr. Mary Ethelbert	6	50	1927
Hillsborough High School; P., 3; Vivian Gaither	77	2,420	1914
H. B. Plant High School; P., 3; C. Phil Peters	35	899	1927
Sacred Heart Academy; Pr., 4; Felix J. Clarkson	5	58	1938
Tampa College High School; Pr., 4; R. A. MacDonald	7	144	1924
Tavares; P., 6; P. F. Colbert	8	166	1928
Titusville; P., 6; Ellis Moore	12	253	1925
Umatilla; P., 4; D. F. Rollins	6	116	1925
Vero Beach; P., 6; C. M. Williams	18	419	1924
Wauchula			
Hardee County High School; P., 4; J. K. Chapman	18	511	1914
West Palm Beach			
Palm Beach High School; P., 6; H. L. Watkins	62	1,400	1914
St. Ann's High School; Pr., 4; Sr. M. Reparata	5	78	1930
Wildwood; P., 4; O. L. House	8	162	1928
Wimauma; P., 6; J. Leon Alderman	6	137	1930
Winter Garden			
Oakland-Winter Garden High; P., 6; Mrs. J. S. Kirton	13	279	1930
Winter Haven; P., 6; J. M. Leps	25	653	1934
Winter Park; P., 6; R. J. Lehman	18	390	1923
Total (Number schools 120)	2,103	47,822	
Average per school	18	399	

LIST OF MEMBER SCHOOLS, 1937-38—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACHERS	PUPILS	ACCREDITED
GEORGIA			
Adel			
Sparks-Adel High School; P., 4; E. V. Whelchel	13	308	1933
Albany; P., 4; J. O. Allen	26	772	1915
Americus; P., 4; S. C. Haddock	10	262	1917
Arlington; P., 4; M. W. Branch	5	68	1929
Ashburn; P., 4; R. L. Todd, Jr.	7	132	1918
Athens			
High School; P., 3; E. B. Mell	20	553	1913
University High School; P., 4; S. J. Singleton	9	149	1931
Atlanta			
Boys' High School; P., 3; H. O. Smith	35	1,085	1913
Fulton High School; P., 4; J. E. White	44	1,302	1918
Girls' High School; P., 3; Jessie Muse	51	1,514	1914
Marist College High School; Pr., 3; P. H. Dagneau	8	75	1927
North Ave. Presbyterian High School; Pr., 4; Thyrza S. Askew	8	132	1921
North Fulton High School; P., 4; W. F. Dykes	33	965	1932
Tech High School; P., 3; W. O. Cheney	57	1,479	1917
University High School; Pr., 4; W. E. Dendy	4	49	1913
Washington Seminary; Pr., 4; L. D. Scott	14	144	1927
Augusta			
Academy of Richmond County; P., 4; E. P. Markert	37	1,067	1911
Tubman High School; P., 4; T. H. Garrett	40	1,094	1911
Bainbridge; P., 4; E. G. Elcan	10	232	1917
Barnesville			
Gordon Military Academy; P., 4; J. E. Guillebeau	14	292	1913
Blackshear; P., 4; Alfred L. Davis	11	253	1913
Blakely; P., 4; Alex Carswell	7	99	1937
Blue Ridge; P., 4; T. B. Clyburn, Jr.	6	109	1934
Blythe; P., 4; Roy K. Hood	5	76	1924
Brunswick			
Glynn County Academy; P., 4; George W. Wannamaker	21	593	1914
Buford; P., 4; W. N. Nunn	7	125	1929
Calhoun; P., 4; D. W. Windsor	6	163	1923
Camilla; P., 4; W. T. Burt	8	196	1935
Canton; P., 4; J. P. Cash	12	307	1924
Carrollton; P., 4; M. C. Wiley	10	216	1926
Cartersville; P., 4; W. H. Brandon	10	270	1915
Cedartown; P., 4; J. E. Purks	14	404	1913
Chamblee; P., 4; M. E. Smith	10	231	1934
Chickamauga			
Gordon Lee High School; P., 4; W. M. Patterson	8	169	1932
Claxton; P., 4; W. M. Crittenden	7	174	1927
Cochran; P., 4; T. M. Purcell	8	154	1924

LIST OF MEMBER SCHOOLS, 1937-38—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACHERS	PUPILS	ACCREDITED
GEORGIA—*Continued*			
College Park			
Georgia Military Academy; Pr., 3; J. C. Woodward	20	263	1911
Colquitt			
Miller County High School; P., 4; Charles V. Pate	12	280	1933
Columbus; P., 4; T. C. Kendrick	29	832	1913
Commerce; P., 4; S. F. Maughon	8	211	1918
Conyers; P., 4; C. E. Steele	8	190	1931
Cordele; P., 4; D. H. Standard	11	307	1918
Covington; P., 4; C. E. Hawkins	6	182	1917
Cuthbert; P., 4; T. H. Wilkinson	7	183	1924
Dalton; P., 4; Walter W. Stancil	13	326	1917
Dawson; P., 4; W. H. Martin	7	109	1921
Decatur			
Boys' High School; P., 4; O. L. Amsler	15	392	1921
Girls' High School; P., 4; Daisy Frances Smith	12	415	1921
Douglas; P., 4; L. H. Battle	10	271	1930
Dublin; P., 3; A. J. Hargrove	13	358	1913
Eastanollee			
Stephens County High School; P., 4; A. P. Farrar	9	247	1931
East Point			
Wm. Russell High School; P., 4; Paul D. West	43	1,231	1927
Eatonton; P., 4; Charles S. Fincher, Jr.	9	198	1927
Elberton; P., 4; J. H. Greene	11	270	1913
Emory University			
Druid Hills High School; P., 4; Hayden C. Bryant	14	310	1933
Fitzgerald; P., 4; Fred Ayers	17	419	1914
Ft. Gaines; P., 4; H. S. Shearouse	7	117	1934
Ft. Valley; P., 4; J. F. Lambert	11	216	1931
Gainesville			
High School; P., 4; C. J. Cheves	15	455	1921
Riverside Military Academy; Pr., 4; Sandy Beaver	35	557	1921
Greensboro; P., 4; C. C. Wills	9	184	1914
Griffin; P., 4; J. L. Fortney	15	374	1914
Hartwell; P., 4; O. G. Lancaster	11	277	1922
Hawkinsville; P., 4; J. S. Matthews	6	158	1921
Hephzibah; P., 4; W. G. Robertson	6	84	1927
Hogansville; P., 4; C. O. Lam	8	132	1933
Jackson; P., 4; D. V. Spencer	8	154	1926
Jesup			
Wayne County High School; P., 4; W. G. Nunn	10	206	1929
LaGrange; P., 4; F. M. Chalker	22	581	1916
Lavonia; P., 4; Claude H. Phillips	9	154	1924
Lawrenceville; P., 4; Paul J. King	7	146	1930
Louisville; P., 4; M. R. Plaxco	6	99	1927

LIST OF MEMBER SCHOOLS, 1937-38—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACHERS	PUPILS	ACCREDITED
GEORGIA—*Continued*			
Macon			
A. L. Miller High School; P., 3; H. S. Lasseter	23	723	1916
Lanier High School; P., 4; A. J. Swann	33	1,012	1924
Madison; P., 4; J. H. Purks	10	186	1914
Manchester; P., 4; H. R. McLarty	9	208	1926
Marietta; P., 4; C. A. Keith	14	378	1923
Metter; P., 4; J. C. Vigal	9	170	1921
Milledgeville			
Georgia Military College; P., 4; J. H. Jenkins	17	292	1928
Peabody High of G. S. C. W.; P., 4; Mildred English	16	225	1936
Millen; P., 4; J. F. Sosby	10	240	1931
Monroe; P., 3; L. D. Haskew	10	212	1924
Montezuma; P., 4; C. E. Stevenson	7	108	1927
Monticello; P., 4; W. F. Blackmon	8	182	1931
Moultrie; P., 4; J. L. Yaden	25	734	1916
Mount Berry			
The Berry Schools; Pr., 4; G. Leland Green	28	424	1922
Mount Vernon			
Brewton-Parker Institute; Pr., 4; A. M. Gates	12	126	1920
Newnan; P., 4; C. B. Matthews	11	303	1913
Norman Park Institute; Pr., 3; Paul F. Carroll	9	130	1920
Oglethorpe; P., 4; C. D. Champion	6	117	1934
Oxford			
Emory University Academy; Pr., 4; George S. Roach	5	20	1920
Pelham; P., 4; G. R. Porter	7	154	1929
Perry; P., 4; E. P. Staples	10	190	1927
Quitman; P., 4; Allen C. Smith	10	204	1914
Richland; P., 4; T. E. Ritchie	6	107	1927
Rome			
Darlington Academy; Pr., 4; C. R. Wilcox	14	203	1913
High School; P., 4; B. F. Quigg	25	821	1913
Savannah			
Benedictine High School; Pr., 4; Benedict Rettger	9	194	1914
Pape School; Pr., 3; Nina A. Pape	7	22	1932
Senior High School; P., 3; John A. Varnedoe	41	1,212	1918
Shellman; P., 4; B. Rumble	6	73	1930
Statesboro; P., 4; S. H. Sherman	10	195	1929
Swainsboro; P., 4; W. R. Morris	14	204	1928
Sylvania; P., 4; C. L. Miller	9	182	1934
Tallapoosa; P., 4; H. A. Jones	6	131	1936
Tallulah Falls Ind. High School; Pr., 4; C. L. Harrell	8	125	1932
Tate; P., 4; R. W. Ransom	6	107	1929
Tennille; P., 4; R. E. Moseley	6	126	1930
Thomasville; P., 3; H. R. Mahler	12	322	1914

LIST OF MEMBER SCHOOLS, 1937-38—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACHERS	PUPILS	ACCREDITED
GEORGIA—*Continued*			
Thomaston			
R. E. Lee Institute; P., 4; Mark A. Smith	23	608	1924
Thomson; P., 4; John H. Morrison	11	262	1930
Tifton; P., 3; G. O. Bailey, Jr.	12	306	1919
Toccoa; P., 4; J. B. Cheatham	10	270	1919
Valdosta; P., 4; A. G. Cleveland	22	585	1913
Vidalia; P., 4; C. E. Lancaster	13	228	1933
Warrenton; P., 4; P. B. Motes	7	181	1928
Washington; P., 4; H. M. Tarpley	10	198	1924
Waycross; P., 3; Ralph Newton	20	507	1924
Waynesboro; P., 4; J. B. Scoggins	10	187	1919
West Point; P., 4; W. T. Harrison	6	142	1921
Winder; P., 4; F. L. Ivie	11	268	1917
Woodbury			
Meriwether County High School; P., 4; T. A. Carmichael	5	95	1927
Wrens; P., 4; J. S. Warren	7	158	1931
Young Harris; Pr., 4; T. Jack Lance	9	136	1928
Total (Number schools 124)	1,698	40,594	
Average per school	13	327	
KENTUCKY			
Alva			
Black Star High School; P., 6; O. G. Roaden	9	228	1935
Anchorage			
Anchorage High School; P., 6; D. D. Moseley	16	372	1923
Ormsby Village High School; P., 6; Anna B. Moss	10	199	1932
Ashland; P., 3; Edgar K. Smith	37	990	1914
Barbourville; P., 6; G. R. Boyd	11	282	1931
Beattyville; P., 6; T. L. Arterberry	10	217	1931
Beaver Dam; P., 6; E. E. Tartar	6	175	1925
Bedford			
Trimble County High School; P., 6; Warren Peyton	7	196	1934
Bellevue; P., 4; George H. Wright	13	279	1914
Benham; P., 6; John A. Dotson	13	413	1931
Benton; P., 4; J. Matt Sparkman	6	149	1929
Berea			
Berea College Academy; Pr., 2; C. N. Shutt	20	387	1924
Berea High School; P., 6; Clarence T. Sharpton	8	166	1930
Blackey			
Stuart Robinson School; Pr., 4; Mrs. R. I. Knox	8	200	1930

LIST OF MEMBER SCHOOLS, 1937-38—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACHERS	PUPILS	ACCREDITED
KENTUCKY—*Continued*			
Bowling Green			
Bowling Green Sr. High School; P., 3; H. B. Gray	12	313	1923
Western Kentucky State Teachers College Training School; P., 6; W. L. Matthews	16	269	1929
Buckhorn			
Witherspoon College High School; Pr., 6; Dewey Hendrix	12	247	1929
Buechel			
Fern Creek High School; P., 4; Jack Dawson	8	217	1934
Burgin; P., 6; Lewis A. Piper	4	80	1936
Butler; P., 6; A. B. Arnold	8	223	1932
Calhoun; P., 6; David McEuen, Jr.	8	272	1927
Campbellsville			
Campbellsville College High; Pr., 4; W. C. Barham	8	48	1927
Campbellsville High School; P., 4; John A. Jones	10	316	1938
Carlisle; P., 4; Nancy E. Talbert	7	181	1924
Carrollton; P., 6; Talton K. Stone	10	231	1918
Catlettsburg; P., 4; Carl Hicks	10	293	1921
Central City; P., 6; George T. Taylor	16	463	1926
Clay; P., 4; J. Edgar Pride	5	111	1932
Clinton			
Central High School; P., 4; O. M. Shultz, Jr.	7	124	1938
Columbia; P., 6; O. E. Huddle	9	282	1935
Coral Ridge			
Fairdale High School; P., 4; Charles W. Blake	5	139	1934
Corbin; P., 3; W. E. Burton	13	374	1925
Covington			
Beechwood High School; P., 6; Harvey Mattingly	7	119	1938
Covington Catholic High School; Pr., 4; Charles Reiter	5	129	1929
Dixie Heights High School; P., 6; J. A. Caywood	16	486	1938
Holmes High School; P., 6; H. H. Mills	50	1,347	1913
La Salette Academy; Pr., 4; Sister Victoria Shea	9	159	1930
Notre Dame Academy; Pr., 4; Sister Mary Agnetis	11	293	1924
Villa Madonna Academy; Pr., 4; Sister Aileen Lavell	7	66	1925
Cynthiana; P., 4; W. H. Cason	8	152	1922
Danville; P., 6; Paul B. Boyd	24	601	1921
Dayton; P., 6; William A. Cook	19	480	1921
Earlington; P., 4; L. J. McGinley	5	94	1929
Elizabethtown; P., 4; Mrs. J. T. Willett	7	160	1918
Erlanger			
Lloyd Memorial High School; P., 6; H. B. Smith	13	385	1931
Falmouth; P., 6; L. H. Lutes	6	176	1928
Flat Gap; P., 4; C. M. Preston	5	118	1931
Fort Thomas			
Highlands High School; P., 6; Joe W. Austin	28	665	1917

LIST OF MEMBER SCHOOLS, 1937-38—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACHERS	PUPILS	ACCREDITED
KENTUCKY—*Continued*			
Frankfort; P., 4; C. D. Redding	14	372	1913
Franklin; P., 6; William O. Snoddy	10	243	1925
Fulton; P., 4; W. L. Holland	10	203	1922
Georgetown; P., 3; P. E. Barker	11	270	1914
Glasgow; P., 4; Paul Vaughn	12	290	1925
Graham; P., 6; W. L. Winebarger	11	271	1929
Greenville; P., 4; V. M. Moseley	11	207	1925
Hardyville			
Memorial Consolidated High School; P., 6; Henry Chambers	7	150	1929
Harlan; P., 6; Ralph N. Finchum	22	653	1926
Harrodsburg; P., 4; W. W. Ensminger	12	301	1934
Hazard; P., 4; J. Foley Snyder	13	344	1925
Henderson			
Barret Manual Training High School; P., 4; Archie Riehl	17	349	1928
Hickman; P., 4; C. Wilson Randle	6	145	1921
Hindman			
Knott County High School; P., 4; J. F. Smith	10	223	1927
Hopkinsville; P., 5; Charles J. Petrie	26	621	1913
Horse Cave; P., 4; V. L. Christian	4	103	1923
Irvine; P., 4; William D. Merrifield	16	447	1935
Jeffersontown; P., 4; S. G. Boyd	8	198	1934
Jenkins; P., 6; O. K. Price	14	469	1932
La Center			
Ballard County High School; P., 4; Junius Lewis	5	80	1931
Lancaster; P., 6; Anne M. Conrad	9	189	1924
Latonia			
Holy Cross High School; Pr., 4; Sister M. Hilda Obermeier	9	199	1932
Lebanon; P., 4; J. H. Parker	10	244	1925
Leitchfield; P., 6; Allen Puterbaugh	6	170	1932
Lexington			
Bryan Station High School; P., 6; A. B. Crawford	26	614	1932
Henry Clay High School; P., 3; Charles E. Skinner	36	906	1921
Picadome High School; P., 6; J. Harvey Sweeney	18	464	1926
Saint Catherine Academy; Pr., 4; Sister Rose Mary Newman	6	135	1926
University High School; P., 6; J. D. Williams	16	188	1921
Louisa; P., 3; W. A. Cheek	9	225	1926
Louisville			
Atherton High School; P., 3; Emma J. Woerner	34	816	1924
duPont Manual Training H. S.; P., 3; C. L. Jordan	48	1,160	1921
Holy Rosary Academy; Pr., 4; Sister Althaire	6	91	1928

LIST OF MEMBER SCHOOLS, 1937-38—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACHERS	PUPILS	ACCREDITED
KENTUCKY—*Continued*			
Kentucky Home School for Girls; Pr., 5; Annie S. Anderson	11	56	1916
Loretto High School; Pr., 4; Sister Mary Helen	5	94	1926
Louisville Collegiate School; Pr., 5; Marjorie Hiscox	8	77	1929
Louisville Girls High School; P., 3; S. B. Tinsley	42	1,141	1913
Louisville Male High School; P., 3; W. S. Milburn	51	1,468	1913
Okolona High School; P., 4; T. T. Knight	9	210	1934
Presentation Academy; Pr., 4; Sr. Mary Aquinas Kelleher	12	262	1925
Sacred Heart Academy; Pr., 4; Sister M. Dominica	14	155	1926
Shawnee High School; P., 3; Robert B. Clem	34	890	1931
Ursuline Academy; Pr., 4; Sister M. Sylvester	17	389	1927
Ludlow; P., 6; J. S. Brown	14	372	1926
Lynch; P., 4; H. L. Cash	9	210	1936
Lyndon			
Kentucky Military Institute; Pr., 4; C. B. Richmond	16	206	1925
Madisonville; P., 4; C. I. Henry	14	406	1919
Maple Mount			
Mt. St. Joseph Academy; Pr., 4; Sister Eugenia Scherm	9	93	1926
Mayfield; P., 4; Ray Ross	16	367	1916
Mayslick; P., 6; Emery H. White	6	139	1922
Maysville; P., 6; Roy Knight	18	337	1921
Middlesboro; P., 4; P. L. Hamlet	18	463	1922
Midway			
Kentucky Female Orphan School; Pr., 5; Mrs. Ulva B. Wilder	12	202	1929
Midway High School; P., 6; O. B. Dabney	5	139	1930
Millersburg			
Bourbon County High School; P., 6; E. E. Allison	6	119	1923
Millersburg Military Institute; Pr., 4; W. R. Nelson	8	88	1925
Minerva; P., 6; Zearl Davis	6	115	1934
Monticello; P., 6; R. F. Peters	6	196	1929
Morehead			
Morehead S. T. C. High School; P., 6; Warren C. Lappin	8	163	1929
Morgan; P., 6; Palmore Lyles, Preston Laster	6	130	1936
Morganfield; P., 6; W. R. Perry	12	333	1920
Mount Sterling; P., 4; K. H. Harding	10	264	1928
Mount Vernon; P., 6; Lester McHargue	7	256	1933
Munfordville; P., 6; H. R. Riley	5	117	1928
Murray			
Murray High School; P., 6; Edward Filbeck	15	257	1924
Murray Teacher Training School; P., 6; C. M. Graham	7	181	1934
Nazareth; Pr., 4; Sr. Margaret Gertrude	15	50	1920
Newport; P., 4; J. L. Cobb	32	950	1913

LIST OF MEMBER SCHOOLS, 1937-38—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACHERS	PUPILS	ACCREDITED
KENTUCKY—*Continued*			
Nicholasville; P., 6; Mrs. Lucile B. Hare	12	323	1926
Oil Springs; P., 6; Escom Chandler	7	163	1935
Olive Hill; P., 6; C. R. Lisanby	13	339	1936
Owensboro			
Owensboro High School; P., 4; J. W. Snyder	30	776	1913
Saint Frances Academy; Pr., 4; Sr. Anna Louise Mattingly	5	99	1929
Owenton; P., 6; Henry A. Adams	7	207	1934
Paducah			
Saint Mary's Academy; Pr., 4; Sister Macrina Wetterer	6	95	1933
Tilghman High School; P., 3; Walter C. Jetton	26	631	1913
Paintsville; P., 4; Lloyd Hamilton	11	320	1927
Paris; P., 3; F. A. Scott	20	434	1915
Pikeville			
Pikeville College Academy; Pr., 4; Patty Houston	9	45	1925
Pikeville High School; P., 4; T. W. Oliver	16	414	1925
Pineville; P., 6; J. C. Eddleman	14	341	1925
Pippapass			
Knott County High School; P., 6; Miriam Cline	8	106	1926
Prestonburg; P., 4; Claybourne Stephens	12	322	1931
Princeton			
Butler High School; P., 4; C. A. Horn	13	361	1923
Providence; P., 4; Lorell Traylor	10	237	1926
Raceland; P., 4; E. B. Whalin	7	157	1934
Richmond			
Madison High School; P., 6; A. L. Lassiter	13	296	1925
Model High School; P., 6; J. D. Coates	9	140	1925
Riverton			
Greenup High School; P., 6; Helen B. Dale	6	112	1929
Russell; P., 4; J. H. Bradshaw	14	369	1925
Russellville; P., 6; J. F. Tanner	10	257	1926
Saint Catharine; Pr., 4; Sister Amadeus	9	70	1925
Saint Vincent; Pr., 4; Sister M. Leander Eiting	4	58	1924
Shelbyville			
Science Hill School; Pr., 4; Juliet J. Poynter	6	56	1924
Shelbyville High School; P., 6; C. Bruce Daniel	13	345	1924
Somerset; P., 4; W. B. Jones	21	443	1921
Springfield; P., 4; Bennett R. Lewis	6	120	1933
Stanford; P., 6; C. B. Ellison	8	200	1925
Sturgis; P., 4; Fred Shultz	13	380	1913
Valley Station			
Jefferson County High School; P., 4; Bruce D. Brown	12	300	1936

LIST OF MEMBER SCHOOLS, 1937-38—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACHERS	PUPILS	ACCREDITED
KENTUCKY—*Continued*			
Versailles			
Margaret Hall School; Pr., 5; Sister Rachel	7	32	1936
Versailles High School; P., 4; George M. Yates	11	303	1926
Williamsburg			
Cumberland College Academy; Pr., 4; Besse Mahan Rose	9	30	1930
Williamsburg High School; P., 6; C. A. Rose	8	187	1927
Williamstown; P., 6; George D. Taylor	5	131	1932
Winchester			
Clark County High School; P., 4; M. D. H. Clay	10	248	1931
Winchester High School; P., 6; Frank J. Ogden	18	415	1924
Total (Number schools 155)	1,955	45,963	
Average per school	13	298	
LOUISIANA			
Alexandria			
Bolton; P., 4; S. M. Brame	42	1,260	1915
Poland (Rt. 2); P., 4; L. M. Nabours	5	95	1929
Amite; P., 4; R. W. Russell	11	264	1920
Arcadia; P., 4; E. R. Hester	7	155	1924
Athens; P., 4; R. W. Atkins	7	123	1931
Baskin; P., 4; F. E. Lyles	6	109	1926
Bastrop; P., 4; S. G. Lucky	17	448	1923
Baton Rouge			
High School; P., 3; Miss Reine Alexander	34	1,035	1917
Istrouma; P., 4; H. P. Overton	19	494	1926
St. Joseph Academy; Pr., 4; Sister Mary Frances Dugas	9	192	1931
University; P., 4; J. R. Shoptaugh	18	243	1915
Belcher; P., 4; J. T. Ratliff	5	83	1929
Bienville; P., 4; V. W. Barber	4	76	1932
Bogalusa; P., 4; Ward Johnson	31	876	1917
Boyce; P., 4; C. R. Sanders	8	185	1920
Breaux Bridge			
High School; P., 4; A. J. Cormier	6	120	1931
Cecilia (Rt. 1); P., 4; Wilburn R. Angelle	5	130	1930
Bunkie; P., 4; C. G. Snoddy	9	192	1926
Campti; P., 4; C. G. Cloutier	5	75	1932
Castor; P., 4; E. R. Minchew	6	124	1932
Cheneyville; P., 4; E. H. Aiken	5	73	1927
Church Point; P., 4; T. L. Lougarre	10	216	1936
Columbia; P., 4; H. S. Bankston	8	198	1934
Cotton Valley; P., 4; R. O. Machen	7	149	1929

LIST OF MEMBER SCHOOLS, 1937-38—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACHERS	PUPILS	ACCREDITED
LOUISIANA—*Continued*			
Coushatta; P., 4; L. C. Curry	8	172	1930
Covington			
E. E. Lyon; P., 4; Miss Eleanor W. Rayne	17.4	482	1925
Crowley; P., 4; Guy P. Lucas	15	396	1921
Cypress; P., 4; C. H. Winn	5	59	1932
Delhi; P., 4; W. D. Hawthorne	8	186	1919
DeQuincy; P., 4; C. W. Hanchey	9	230	1920
DeRidder; P., 4; R. R. Browne	14	314	1921
Donaldsonville; P., 4; B. C. Alwes	10	249	1922
Edgard; P., 4; Charles Broussard	8	120	1922
Elizabeth; P., 4; K. C. Smith	5	92	1926
Ferriday; P., 4; Hugh A. Bateman	7	148	1929
Flora; P., 4; M. O. Webb	4	48	1932
Florien; P., 4; Roy Alford	6	127	1934
Forest Hill; P., 4; W. S. Campbell	5	105	1930
Franklin; P., 4; E. A. Crowell	11	263	1921
Gibsland; P., 4; John S. Campbell	7	133	1932
Gilbert; P., 4; B. R. Gunn	6	122	1924
Glenmora; P., 4; George R. Mays	9	181	1922
Goldonna; P., 4; A. H. Plummer	5	57	1930
Grand Bayou; P., 4; Lloyd Johnson	4	64	1930
Greenwood; P., 4; L. B. Rusheon	6	123	1930
Gretna; P., 4; Miss Helen Cox	22	435	1922
Gueydan; P., 4; T. L. Bush	9	202	1927
Hammond; P., 4; Ralph Shaw	19	412	1920
Haynesville; P., 4; L. W. Ferguson	18	447	1925
Homer; P., 4; H. G. Robinson	13.5	280	1921
Houma -			
Terrebonne; P., 4; E. L. Talbot	24	710	1914
Hosston; P., 4; J. W. Freeman	5	76	1931
Ida; P., 4; G. M. Middleton	7	122	1929
Independence; P., 4; T. B. Pugh, Jr.	13.5	340	1921
Jeanerette; P., 4; W. L. Colvin	9	126	1926
Jennings; P., 4; P. E. Wilson	12	322	1918
Kenner; P., 4; S. J. Barbre	9	137	1928
Kentwood; P., 4; Paul A. Kennon	9	243	1923
Kinder; P., 4; R. G. Hanchey	7	146	1926
Lafayette; P., 4; Robert E. Chaplin	29	752	1926
Lake Charles; P., 4; G. W. Ford	21	558	1921
Lake Providence; P., 4; C. E. Holly	7	165	1921
Lecompte; P., 4; R. E. Galloway	6	148	1922
Leesville; P., 4; A. H. Nanney	13	311	1925
Lisbon; P., 4; M. J. Haynes	7	90	1925
Logansport; P., 4; A. E. Robinson	7	164	1930
Longstreet; P., 4; R. A. Wagley	4	70	1931

LIST OF MEMBER SCHOOLS, 1937-38—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACHERS	PUPILS	ACCREDITED
LOUISIANA—*Continued*			
Lutcher; P., 4; H. F. Felix	13	351	1932
Mangham; P., 4; T. A. Judd	11	241	1928
Mansfield; P., 4; I. C. Strickland	12	270	1925
Many; P., 4; J. T. Leopold	10	224	1929
Marksville; P., 4; Miss Lolita Guilbeau	10	212	1925
Mer Rouge; P., 4; W. C. Jordan	5	72	1928
Merryville; P., 4; George C. Heard	9	127	1920
Minden			
High School; P., 4; S. R. Emmons	16	379	1921
Harris (Rt. 2) P., 4; V. M. Robert	6	78	1926
Monroe			
Neville; P., 4; Paul J. Neal	18	473	1918
Ouachita Parish; P., 4; Jack Hayes	60	1,686	1914
Mooringsport; P., 4; Lloyd E. Walker	8	133	1930
Morgan City; P., 4; H. S. Hover	11	268	1921
Napoleonville; P., 4; William P. Blanchard	7	130	1922
Natchitoches; P., 4; A. B. Simpson	13	324	1926
New Iberia; P., 4; C. M. Bahon	28	454	1920
New Orleans			
Alcee Fortier; P., 4; John R. Conniff	67	2,206	1931
Academy of the Sacred Heart; Pr., 4; Mother Louise Callan	10	92	1927
Eleanor McMain; P., 4; Miss Alice A. Leckert	54	1,432	1932
Holy Cross; Pr., 4; Walter A. Grindel	21	453	1925
Isidore Newman; Pr., 6; C. C. Henson	20	274	1913
Jefferson (Rt. 2); P., 4; J. V. Fairchild	9	169	1930
Jesuit; Pr., 4; Rev. Joseph C. Mulhern	34	760	1926
John McDonough; P., 4; Miss Josephine Thomas	24	555	1922
Louise S. McGehee; Pr., 4; Mrs. Nina Preot Davis	12	104	1921
Martin Behrman; P., 4; Miss Alice Harte	26	622	1934
Metairie Ridge; P., 4; W. J. Menzel	13	304	1929
Metairie Park Country Day; Pr., 6; Ralph E. Boothby	11	71	1935
St. Joseph's Academy; Pr., 4; Sister Elizabeth	9	262	1932
Sophie B. Wright; P., 4; Miss Eleanor E. Riggs	37	1,100	1922
St. Mary's Dominican; Pr., 4; Sister Mary Xavier	16	280	1927
Ursuline; Pr., 4; Mother Thomas Voorhies	8	190	1928
Warren Easton; P., 4; F. Gordon Eberle	47	1,644	1917
Oakdale; P., 4; A. W. Durham	11	298	1925
Oil City; P., 4; W. F. Bozeman	7	162	1926
Patterson; P., 4; P. S. Bauer	5	78	1922
Pelican; P., 4; J. J. Webb	8	137	1925
Plaquemine; P., 4; S. L. Crownover	15	357	1922
Ponchatoula; P., 4; W. E. Butler	14	343	1922
Rayne; P., 4; William Sonnier	10	219	1920
Rayville; P., 4; R. S. Hargis	14	324	1924

LIST OF MEMBER SCHOOLS, 1937-38—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACHERS	PUPILS	ACCREDITED
LOUISIANA—*Continued*			
Reserve			
Leon Godchaux; P., 4; W. A. Sisemore	14	351	1931
Ringgold; P., 4; C. D. Greer	8	166	1932
Romeville; P., 4; John D. Lambremont	6	102	1933
Rosedale			
Shady Grove; P., 4; W. L. Rather	7	137	1922
Ruston			
High School; P., 4; H. E. Townsend	20.5	535	1928
Louisiana Tech.; P., 4; R. L. Vining	6	74	1930
St. Francisville			
Julius Freyhan; P., 4; Robert E. Watson	7	117	1931
St. Gabriel; P., 4; J. L. Harbourt	5	101	1934
St. James; P., 4; A. L. Porter	9	184	1932
St. Martinville; P., 4; F. M. Carson	6	170	1925
Saline; P., 4; G. E. Rogers	6	96	1932
Shreveport			
C. E. Byrd; P., 4; G. C. Koffman	76	2,340	1914
Fair Park; P., 4; E. L. Alberson	52	1,540	1930
St. John's High School; Pr., 4; Rev. G. J. Barras	10	103	1925
St. Vincent's; Pr., 4; Sister Maria Immaculata	13	97	1929
Sicily Island; P., 4; C. B. Coney	9	131	1931
Slidell; P., 4; L. V. McGinty	12	283	1923
Springhill; P., 4; J. L. Cathcart	10	208	1922
Sulphur; P., 4; I. D. Bayne	11	306	1924
Summerfield; P., 4; F. C. Haley	7	121	1925
Tallulah; P., 4; M. A. Phillips	10	298	1924
Tioga; P., 4; R. H. Mount	8	183	1930
Ville Platte; P., 4; J. D. Lafleur	12	240	1938
Vinton; P., 4; J. M. Boyet	10	223	1922
Vivian; P., 4; C. L. Mackey	23	684	1922
Welsh; P., 4; George Cousin, Jr.	10	194	1920
Westwego; P., 4; Miss Stella E. Worley	14	257	1927
White Castle; P., 4; S. E. Owen	8	151	1922
Winnsboro; P., 4; William B. Glover	10	219	1926
Wisner; P., 4; T. L. Owen	7	150	1922
Total (Number schools 138)	1,870	44,461	
Average per school	14	322	

LIST OF MEMBER SCHOOLS, 1937-38—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACHERS	PUPILS	ACCREDITED
MISSISSIPPI			
Aberdeen; P., 4; C. E. Saunders	9	207	1922
Amory; P., 6; J. G. Bridges	16	353	1922
Bay St. Louis			
High School; P., 4; S. J. Ingram	10	186	1938
St. Joseph; Pr., 4; Sr. St. John Baptist	5	50	1934
St. Stanislaus; Pr., 4; Brother William	7	142	1934
Belzoni; P., 4; Sale Lilly	10	166	1922
Biloxi; P., 4; G. W. Ditto	20	467	1922
Brookhaven; P., 4; E. S. Bowlus	15	292	1923
Canton; P., 4; J. M. Smyth	10	279	1918
Charleston; P., 4; J. D. Cole	10	198	1920
Chatawa			
St. Mary of the Pines; Pr., 4; Sr. M. Charissia	10	109	1933
Clarksdale; P., 4; H. B. Heidelberg	17	378	1914
Cleveland; P., 4; W. J. Parks	14	255	1922
Clinton; P., 4; J. M. Lassetter	8	168	1928
Columbia; P., 4; A. G. Stubblefield	13	341	1929
Columbus			
Stephen D. Lee; P., 4; C. N. Brandon	22	481	1919
Corinth; P., 4; Hal Anderson	14	402	1919
Crystal Springs; P., 4; E. F. Puckett	14	337	1929
Drew; P., 4; F. C. Barnes	11	258	1928
Durant; P., 4; C. H. Carruth, Jr.	6	93	1924
Ellisville			
Jones County A. H. S., P., 4; M. P. Bush	24	660	1928
Flora; P., 6; Troy Morgan	5	64	1924
Goodman			
Holmes County A. H. S.; P., 3; M. C. McDaniel	4	75	1931
Greenville; P., 3; F. W. Murphy	14	330	1902
Greenwood; P., 3; W. C. Williams	17	292	1902
Grenada; P., 4; John Rundle	13	270	1924
Gulfport			
Gulf Coast Military Academy; Pr., 4; J. E. Belka	12	251	1918
Gulf Park College; Pr., 3; R. G. Cox	5	83	1922
High School; P., 4; B. F. Brown	25	697	1913
Hattiesburg			
Demonstration School, S. T. C.; P., 6; H. M. Craft	6	69	1929
High School; P., 4; W. I. Thames	24	708	1920
Hazlehurst; P., 4; C. S. Hudspeth	10	263	1927
Hernando; P., 6; J. F. Russum	8	92	1931
Hollandale; P., 6; C. L. Crawley	6	70	1933
Holly Springs; P., 4; H. L. Samuels	7	108	1927
Horn Lake; P., 6; W. F. Turman	7	108	1934
Indianola; P., 4; W. W. Lockard	8	172	1924

LIST OF MEMBER SCHOOLS, 1937-38—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACHERS	PUPILS	ACCREDITED
MISSISSIPPI—*Continued*			
Itta Bena			
B. G. Humphrey; P., 6; C. H. Murphy	6	131	1932
Jackson			
Central; P., 3; K. P. Walker	43	1,294	1913
Kosciusko; P., 4; E. L. Booth	12	252	1923
Laurel; P., 3; R. H. Watkins	21	429	1913
Leland; P., 6; W. E. Bufkin	15	266	1924
Lexington; P., 4; W. B. Kenna	8	167	1922
Louisville; P., 4; J. M. Pearson	12	329	1929
Marks; P., 6; T. N. Touchstone	7	156	1930
McComb; P., 4; D. L. Blackwelder	18	470	1914
Meridian; P., 4; H. M. Ivy	46	1,285	1915
Merigold; P., 4; F. W. Young	6	96	1924
Moorhead			
Sunflower County A. H. S.; P., 4; P. M. West	8	177	1928
Moss Point; P., 3; A. L. Monroe	8	176	1936
Natchez; P., 4; W. H. Braden	11	333	1914
New Albany; P., 6; W. P. Daniel	14	296	1907
Newton; P., 4; G. M. McLendon	11	219	1930
Okolona; P., 6; A. W. James	10	184	1929
Oxford			
University High School; P., 4; R. C. Cook	12	237	1929
Pass Christian; P., 4; Frank L. French	6	109	1938
Perkinston			
Harrison-Stone-Jackson A. H. S.; P. 4; C. J. Darby	6	131	1927
Philadelphia; P., 4; J. E. R. Saunders	9	210	1929
Picayune; P., 4; T. K. Boggan	9	197	1925
Port Gibson			
Chamberlain-Hunt Academy; Pr., 4; J. W. Kennedy	6	68	1911
Raymond			
Hinds County A. H. S.; P., 3; G. J. Cain	11	226	1917
Rolling Fork; P., 4; H. G. Fenton	5	74	1923
Rosedale; P., 4; J. H. Nutt	7	80	1924
Ruleville; P., 4; E. E. McCool	8	119	1924
Sardis; P., 6; J. W. Bealle	7	185	1932
Scooba			
Kemper County A. H. S.; P., 4; J. D. Wallace	11	114	1930
Shaw; P., 4; Frank Hough	7	82	1923
Starkville; P., 4; J. W. Overstreet	11	271	1928
Sumner; P., 4; C. S. Bigham	4	58	1929
Tchula; P., 4; W. R. Huddleston	5	73	1934
Tunica			
Tunica County; P., 4; S. R. Hughston	8	148	1934
Tupelo; P., 4; T. M. Milam	14	319	1918

LIST OF MEMBER SCHOOLS, 1937-38—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACHERS	PUPILS	ACCREDITED
MISSISSIPPI—*Continued*			
Vicksburg			
All Saints'; Pr., 4; W. G. Christian	5	36	1922
Carr Central; P., 6; H. V. Cooper	26	621	1926
Wesson			
Copiah-Lincoln A. H. S.; P., 4; J. M. Ewing	11	193	1932
West Point; P., 4; B. D. McCallister	13	248	1920
Winona; P., 4; J. S. Hattox	7	154	1930
Yazoo City; P., 4; R. J. Koonce	10	243	1917
Total (Number schools 78)	910	19,930	
Average per school	12	256	
NORTH CAROLINA			
Albemarle; P., 4; A. B. Gibson	20	648	1938
Arden			
Christ School; Pr., 4; D. P. Harris	7	92	1933
Asheville			
Academy of St. Genevieve; Pr., 4; Mother A. Foret	10	67	1913
Asheville High; P., 4; W. H. Plemmons	54	1,570	1913
Asheville School; Pr., 5*; D. R. Fall	17	120	1913
Badin; P., 4; P. M. Dulin	6	134	1936
Belmont			
Belmont Abbey; Pr., 4; Cuthbert E. Allen	16	63	1934
Sacred Heart Academy; Pr., 4; Sister M. Columba Barrett	8	50	1928
Buies Creek			
Campbell College; Pr., 4; Leslie H. Campbell	16	194	1929
Burlington; P., 4; F. M. Biggerstaff	25	791	1938
Chapel Hill; P., 4; A. W. Honeycutt	18	316	1916
Charlotte			
Central Senior High; P., 3*; E. H. Garinger	48	1,588	1913
Concord; P., 4; H. F. Krauss	18	614	1924
Durham; P., 3*; Quinton Holton	40	1,123	1902
Fayetteville; P., 4; W. B. Harrill	20	656	1936
Goldsboro; P., 4; Burt Johnson	29	813	1936
Greensboro			
Curry Training School; P., 4; George Anselm	13	126	1928
Greensboro Senior High; P., 4; A. P. Routh	52	1,571	1936
Greenville; P., 4; J. H. Rose	21	502	1917
Hamlet; P., 5; W. L. Haltiwanger	15	450	1936
Hendersonville			
Blue Ridge School for Boys; Pr., 6*; J. R. Sandifer	7	52	1916

* Schools reporting Senior High School only, or Junior-Senior High School.

LIST OF MEMBER SCHOOLS, 1937-38—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACHERS	PUPILS	ACCREDITED
NORTH CAROLINA—*Continued*			
Fassifern School; Pr., 6*; Jos. R. Sevier	13	75	1926
Hendersonville High; P., 4; L. K. Singley	14	368	1917
High Point; P., 3*; D. P. Whitley	41	1,202	1938
Kings Mountain; P., 4; B. N. Barnes	14	342	1930
Lenoir; P., 4; C. W. Porter	14	394	1938
Lexington; P., 4; A. R. Bullock	19	668	1924
Lumberton; P., 4; James N. Roberson	12	326	1936
Monroe; P., 4; R. W. House	10	283	1936
Montreat College High; Pr., 4; R. C. Anderson	11	85	1930
Morehead City; P., 4; H. L. Joslyn	10	291	1927
Morganton; P., 4; W. F. Starnes	18	586	1922
Mount Airy; P., 4; L. B. Pendergraph	18	573	1936
New Bern; P., 4; J. M. Shields	17	522	1927
North Wilkesboro; P., 4; W. D. Halfacre	9	273	1922
Oak Ridge Institute; Pr., 3*; T. O. Wright	10	72	1899
Raleigh			
Peace Preparatory High; Pr., 4; Wm. C. Pressly	11	56	1927
Saint Mary's School; Pr., 3*; Mrs. Ernest Cruikshank	13	67	1923
State School for Blind; Pr., 4; H. C. Griffin	6	28	1925
Roanoke Rapids; P., 5; C. W. Davis	25	675	1928
Rockingham; P., 5; Kate Finley	23	790	1938
Rocky Mount; P., 4; I. E. Ready	37	1,076	1921
Salemburg			
Pineland College and Edwards Military Schools; Pr., 4; Mr. and Mrs. W. J. Jones	12	131	1923
Salisbury			
Boyden; P., 4; Julia W. Groves	32	952	1936
Southern Pines; P., 5; F. W. Webster	10	207	1925
Wilmington			
New Hanover; P., 3*; T. T. Hamilton	48	1,355	1936
Winston-Salem			
R. J. Reynolds High; P., 4; C. R. Joyner	58	1,699	1916
John W. Hanes; P., 4; R. S. Haltiwanger	16	380	1936
South High; P., 4; K. G. Phillips	30	764	1936
Salem Academy; Pr., 4; Mary A. Weaver	9	77	1914
Total (Number schools 50)	1,020	25,857	
Average per school	20	517	

* Schools reporting Senior High School only, or Junior-Senior High School.

LIST OF MEMBER SCHOOLS, 1937-38—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACHERS	PUPILS	ACCREDITED
SOUTH CAROLINA			
Abbeville; P., 4; C. H. Tinsley	12	313	1921
Aiken; P., 5; L. K. Hagood	17	374	1934
Bamberg			
Carlisle; Pr., 4; J. F. Risher	7	121	1924
Bennettsville; P., 5; J. S. Agnew	14	370	1914
Camden; P., 4; J. G. Richards, Jr.	14	351	1923
Charleston			
Ashley Hall; Pr., 4; Mary V. McBee	12	146	1916
High School (Boys); P., 4; A. B. Rhett, Superintendent; H. O. Strohecker, Principal	30	779	1913
Memminger (Girls); P., 4; A. B. Rhett, Superintendent; G. C. Rogers, Principal	38	907	1938
Porter Military Academy; Pr., 4; P. M. Thrasher	9	110	1913
Chester; P., 4; M. E. Brockman	17	445	1916
Clinton			
High School; P., 4; W. E. Monts	14	353	1925
Thornwell; Pr., 4; L. Ross Lynn	7	94	1926
Columbia			
High School; P., 3; A. C. Flora, Superintendent; E. R. Crow, Principal	67	1,735	1918
University; P., 5; A. C. Flora, Superintendent; A. R. Hafner, Principal	17	391	1933
Conway; P., 4; C. B. Seaborn	21	560	1924
Darlington; P., 4; J. C. Daniel	15	359	1913
Denmark; P., 3; A. J. Richards	9	195	1923
Duncan; P., 5; D. R. Hill	15	339	1928
Easley; P., 4; W. M. Scott	22	669	1925
Florence; P., 3; J. W. Moore	26	681	1913
Gaffney; P., 4; L. F. Carson	26	723	1926
Georgetown; P., 4; W. C. Bynum	11	282	1925
Greenville			
High School; P., 3; J. L. Mann, Superintendent; A. J. Parkhurst, Principal	53	1,282	1921
Parker; P., 4; L. P. Hollis, Superintendent; Clarence Castles, Principal	45	1,199	1928
Greenwood; P., 4; W. E. Black, Superintendent; W. W. Benson, Principal	35	950	1914
Greer; P., 4; W. M. Albergotti	18	502	1925
Hartsville; P., 4; J. H. Thornwell	20	553	1923
Kershaw; P., 5; C. L. Rasor	10	197	1926
Laurens; P., 4; C. K. Wright	17	441	1925
McCormick			
De la Howe; Pr., 5; E. F. Gettys	8	125	1928
Marion; P., 4; T. C. Easterling	13	290	1924
Mullins; P., 5; L. B. McCormick	12	313	1925

LIST OF MEMBER SCHOOLS, 1937-38—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACHERS	PUPILS	ACCREDITED
SOUTH CAROLINA—*Continued*			
Newberry; P., 4; O. B. Cannon	21	598	1925
North Augusta; P., 4; Paul Knox	10	233	1935
North Charleston; P., 4; G. H. Garrett	17	358	1934
Orangeburg; P., 4; A. J. Thackston	24	543	1915
Rock Hill			
High School; P., 4; R. C. Burts	32	815	1921
Winthrop Training; Pr., 4; O. M. Mitchell	10	150	1923
Saint Matthews; P., 5; R. D. Zimmerman, Jr.	9	237	1924
Seneca; P., 4; T. D. Watkins	13	326	1928
Simpsonville; P., 4; L. R. Richardson	12	294	1928
Spartanburg; P., 4; L. W. Jenkins, Superintendent; M. B. Wilson, Principal	59	1,743	1919
Summerville; P., 5; J. H. Spann	10	209	1913
Sumter; P., 5; W. F. Loggins, Superintendent; H. T. Stoddard, Principal (Boys); Mrs. Louise Earle, Principal (Girls)	41	1,046	1913
Taylors; P., 3; H. J. Howard	9	209	1935
Tigerville			
North Greenville Baptist Academy; Pr., 4; M. C. Donnan	8	63	1938
Wellford			
Wellford-Lyman-Tucapau; P., 4; D. M. Nixon, Jr.	8	219	1930
Williston			
Williston-Elko; P., 4; C. K. Ackerman	10	142	1931
Winnsboro; P., 4; G. F. Patton	13	241	1926
Total (Number schools 49)	957	23,575	
Average per school	20	481	
TENNESSEE			
Alcoa; P., 4; V. F. Goddard	7.5	179	1928
Arlington			
Bolton High School; P., 5; Mrs. Louise B. Barret	8	166	1930
Ashland City			
Cheatham County High School; P., 4; J. A. Barksdale	9	248	1930
Bartlett			
Nicholas Blackwell High School; P., 4; John H. George	18	398	1925
Baxter			
Baxter Seminary; P., 4; Harry L. Upperman	15	245	1925
Bell Buckle			
Webb School; Pr., 4; Wm. R. Webb	7	106	1938
Benton			
Polk County High School; P., 4; R. M. Blair	13	224	1932

LIST OF MEMBER SCHOOLS, 1937-38—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACHERS	PUPILS	ACCREDITED
TENNESSEE—*Continued*			
Bolivar			
Central High School; P., 4; M. W. Robinson	8	186	1925
Bristol			
Bristol Tennessee High School; P., 4; I. D. Eggers	17	480	1928
Brownsville			
Haywood County High School; P., 4; W. G. Robinson	15	377	1928
Carthage			
Smith County High School; P., 4; George E. Stone	10	280	1923
Chattanooga			
Baylor School, The; Pr., 6; H. B. Barks	21	214	1919
Central High School; P., 4; S. E. Nelson	76	1,905	1918
Girls' Prep. School; Pr., 6; Tommie P. Duffy	11	163	1913
High School; P., 3; Creed F. Bates, Jr.	50	1,303	1915
McCallie School, The; Pr., 6; S. J. McCallie	19	318	1909
Notre Dame High School; Pr., 4; Sr. Jane Frances	9	161	1931
Clarksville; P., 4; B. L. Hassell	24	742	1920
Cleveland			
Bradley Central High School; P., 4; E. J. Frazier	22	609	1938
Collegedale			
Southern Junior College Prep. Dept.; Pr., 4; J. C. Thompson	12	121	1930
Collierville; P., 6; C. H. Harrell	10	220	1925
Columbia			
Central High School; P., 4; W. J. Field	18	538	1917
Military Academy; Pr., 7; C. A. Ragsdale	15	252	1911
Concord			
Farragut High School; P., 4; Drew S. Gaylor	12	322	1936
Copperhill; P., 4; J. M. Reedy	11	179	1929
Covington			
Byars-Hall High School; P., 4; J. R. Miles	15	389	1928
Dyersburg; P., 4; C. M. Walker	17	484	1920
Elizabethton; P., 4; J. R. Ritchie	18	481	1929
Erwin			
Unicoi County High School; P., 4; Albert L. Price	19	613	1929
Fountain City			
Central High School; P., 4; Hassie K. Gresham	32	918	1918
Franklin			
Battle Ground Academy; Pr., 6; George I. Briggs	7	88	1925
Gallatin			
Central High School; P., 4; D. W. Moody	14	402	1938
Germantown			
M. C. Williams High School; P., 4; Ralph B. Hunt	9	167	1930
Goodlettsville; P., 4; Walter E. Lowe	8	230	1923
Hartsville			
Trousdale County High School; P., 6; I. C. Pullias	11	279	1923

LIST OF MEMBER SCHOOLS, 1937-38—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACHERS	PUPILS	ACCREDITED
TENNESSEE—*Continued*			
Henderson			
Chester County High School; P., 4; W. E. Montgomery	12	310	1928
Jacksboro			
Central High School; P., 4; G. H. Smith	9	155	1928
Jackson; P., 3; D. E. Ray	21	614	1938
Jellico; P., 4; H. M. Rogers	14	307	1929
Johnson City			
Science Hill High School; P., 3; N. E. Hodges	28	722	1928
Kingsport; P., 4; Charles K. Koffman	24	532	1922
Knoxville			
High School; P., 3; W. E. Evans	75	2,173	1914
Young High School; P., 4; Sam A. Duff	16	448	1931
LaFollette; P., 4; Robert Sharp	11	238	1926
Lawrenceburg			
Lawrence County High School; P., 4; E. O. Coffman	15	440	1928
Lebanon			
Castle Heights Military Academy; Pr., 4; H. L. Armstrong	19	255	1929
Lewisburg			
Marshall County High School; P., 4; J. W. Zumbro	11	260	1930
Livingston			
Livingston Academy; P., 4; J. C. Taylor	11	256	1930
Madison			
Isaac Litton High School; P., 4; G. C. Carney	20	528	1935
Maryville; P., 4; H. H. Gauding	11	304	1928
Memphis			
Central High School; P., 3; Charles P. Jester	48	1,344	1919
Christian Brothers College; Pr., 4; Brother Joseph	15	325	1933
Humes High School; P., 3; S. L. Ragsdale	29	758	1928
Lausanne School; Pr., 4; Emma DeSaussure Jett	5	46	1933
Messick High School; P., 4; Thomas H. Grinter	22	551	1923
Miss Hutchison's School; Pr., 4; Mary G. Hutchison	8	86	1923
South Side High School; P., 4; H. H. Gnuse	35	999	1926
St. Agnes Academy; Pr., 4; Sister M. Julia	4	109	1925
St. Mary's School; Pr., 4; Helen A. Loomis	6	43	1930
Technical High School; P., 3; J. L. Highsaw	44	1,333	1928
Middleton; P., 4; Quinnie Armour	7	144	1935
Millington			
Central High School; P., 6; H. I. Roland	13	240	1918
Morristown; P., 3; Carl T. Vance	15	327	1921
Mt. Pleasant			
Hay Long High School; P., 4; J. T. Stone	9	190	1925
Murfreesboro			
Central High School; P., 4; J. C. Mitchell	18	536	1919

LIST OF MEMBER SCHOOLS, 1937-38—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACHERS	PUPILS	ACCREDITED
TENNESSEE—*Continued*			
Nashville			
Central High School; P., 4; J. D. Brandon	35	836	1928
David-Lipscomb Prep. School; Pr., 4; Max Hamrick	13	133	1926
Duncan College Prep. School; Pr., 4; Marvin T. Duncan	7	87	1920
East Nashville High School; P., 3; W. P. Fisher	43	1,067	1935
Father Ryan High School; Pr., 4; S. E. Wiley	11	216	1928
Hume-Fogg High School; P., 3; C. T. Kirkpatrick	43	1,015	1909
Montgomery Bell Academy; Pr., 6; Isaac Ball	7	81	1899
Peabody Demonstration School; Pr., 4; J. E. Windrow	13	188	1919
St. Bernard Academy; Pr., 4; Sr. Mary Aquin	7	68	1933
St. Cecilia Academy; Pr., 4; Sr. Mary Agnes	7	82	1925
Tennessee Industrial School; P., 4; C. M. Mitchell	10	185	1935
Wallace University School; Pr., 5; C. B. Wallace	4	56	1897
Ward-Belmont School; Pr., 6; Annie C. Allison	19	174	1913
West End High School; P., 5; W. H. Yarbrough	34	943	1938
Norris; P., 3; Glenn Kendall	8	115	1935
Oneida; P., 4; E. L. Stanley	9	180	1933
Paris			
E. W. Grove High School; P., 4; E. G. Routon	19	411	1915
Rockwood; P., 4; T. R. Eutsler	8.5	189	1934
St. Andrew's			
St. Andrew's School; Pr., 4; Francis W. G. Parker	7	64	1932
Sewanee			
Military Academy; Pr., 4; Clyde A. Fasick	11	144	1913
Springfield; P., 4; Philip B. Bell	11	280	1926
Sweetwater			
Tennessee Military Academy; Pr., 4; C. R. Endsley	10	164	1918
Tiptonville; P., 4; R. E. Bright	6	122	1929
Tyner; P., 4; C. C. Burgner	12	225	1930
Union City; P., 4; T. D. Ozment	12	267	1922
Whitehaven; P., 4; F. S. Elliott	26	582	1923
Total (Number schools 91)	1,555	36,434	
Average per school	17	400	
TEXAS			
Albany; P., 4; C. B. Downing	15	268	1928
Alice; P., 4; J. W. Roach	13	290	1928
Alpine			
Sul Ross Demonstration School; P., 3; Drury Wood	13	127	1932
Amarillo; P., 3; Charles M. Rogers	51	1,507	1914
Angleton; P., 4; W. O. Meredith	10	183	1932

LIST OF MEMBER SCHOOLS, 1937-38—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACHERS	PUPILS	ACCREDITED
TEXAS—*Continued*			
Austin			
Austin; P., 3; A. N. McCallum	89	2,262	1913
St. Edward's Academy; Pr., 4; Rev. Patrick Haggerty	11	53	1924
Baird; P., 4; Nat Williams	9	177	1927
Beaumont			
Beaumont; P., 3; M. E. Moore	47	1,261	1913
South Park; P., 4; C. W. Bingman	32	737	1916
Belton; P., 4; E. D. Johnston	13	306	1915
Big Spring; P., 4; W. C. Blankenship	29	752	1921
Bonham; P., 4; H. A. Glass	20	490	1913
Borger; P., 4; W. A. McIntosh	22	645	1930
Bowie; P., 4; Dan L. Martin	14	344	1929
Brady; P., 4; W. E. Whitten	18	346	1916
Breckenridge; P., 3; N. S. Holland	21	530	1925
Brenham; P., 4; C. M. Sellman	15	347	1915
Brownsville; P., 3; E. C. Dodd	31	542	1928
Brownwood; P., 3; E. J. Woodward	21	567	1918
Bryan			
Allan Academy; Pr., 4; N. B. Allan	12	183	1918
Stephen F. Austin; P., 4; Sam Brown	24	646	1924
Burkburnett; P., 4; C. J. Duncan	19	445	1928
Caldwell; P., 4; S. H. Smyer	10	231	1925
Cameron			
C. H. Yoe; P., 4; E. A. Perrin	18	454	1936
Calvert; P., 4; W. D. Wilkerson	9	113	1920
Canadian; P., 4; J. M. Carpenter	15	240	1930
Canyon			
Canyon; P., 4; Irby B. Carruth	11	218	1928
W. T. S. T. C. Training School; P., 4; F. E. Savage	11	141	1928
Carrizo Springs; P., 4; M. P. Willis	12	149	1926
Carrollton; P., 4; C. C. Carver	9	258	1931
Celeste; P., 4; Jones Pearce	8	159	1932
Cisco; P., 4; R. N. Cluck	20	430	1927
Clarendon; P., 3; H. T. Burton	14	214	1928
Claude; P., 4; C. R. Douglas	8	129	1928
Cleburne; P., 4; Emmett Brown	31	928	1913
Coleman; P., 4; C. H. Hufford	16	414	1920
Colorado; P., 4; John E. Watson	15	446	1928
Commerce			
Commerce; P., 4; Frank H. Morgan	14	324	1936
E. T. S. T. C. Training School; P., 6; E. H. Watson	16	153	1928
Corsicana; P., 3; W. H. Norwood	23	615	1913
Crane; P., 4; J. H. Bankston	14	170	1934
Crystal City; P., 4; Sterling H. Fly	9	150	1932
Cuero; P., 4; O. A. Zimmerman	12	289	1918

LIST OF MEMBER SCHOOLS, 1937-38—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACHERS	PUPILS	ACCREDITED
TEXAS—*Continued*			
Daisetta			
Hull-Daisetta; P., 4; J. C. Brandt	12	258	1929
Dalhart; P., 4; Blake Bolton	15	415	1929
Dallas			
Highland Park; P., 4; H. E. Gable	40	844	1936
Hockaday School for Girls; Pr., 6; Miss Ela Hockaday	17	187	1928
North Dallas; P., 4; N. R. Crozier	56	1,782	1936
Dayton; P., 4; Vincent W. Miller	13	339	1935
Del Rio; P., 3; R. M. Bankhead	12	248	1928
Denison; P., 4; B. McDaniel	34	1,051	1918
Denton			
Denton; P., 3; R. C. Patterson	21	590	1927
N. T. S. T. C. Training School; P., 4; J. C. Mathews	20	211	1927
Dilley; P., 4; Virgil D. Currin	6	98	1930
Donna; P., 4; A. B. Sanders	13	308	1924
Eagle Lake; P., 4; W. C. Reed	9	158	1918
Eagle Pass; P., 4; Fred R. Thompson	12	279	1930
Edinburg; P., 3; R. P. Ward	32	386	1924
Edna; P., 4; Bascom B. Hayes	10	195	1936
Eldorado; P., 4; Dave Williamson	9	159	1931
Electra; P., 4; B. M. Dinsmore	22	604	1924
Elgin; P., 4; W. E. Gattis	9	189	1928
El Paso			
Austin; P., 4; Allen H. Hughey	57	1,471	1931
Bowie; P., 4; Allen H. Hughey	37	799	1931
El Paso; P., 4; Allen H. Hughey	55	1,396	1913
Loretta Academy; Pr., 4; Mother M. Genoveva Anson	9	84	1928
Radford School for Girls; Pr., 4; Lucinda de L. Templin (P)	14	34	1923
Ennis; P., 4; W. F. Howard	22	450	1925
Fabens; P., 4; M. D. Lakey	8	121	1932
Farmersville; P., 4; N. O. Wright	9	263	1927
Farwell; P., 4; Leo Forrest	5	104	1928
Ferris; P., 4; John T. Black	12	159	1935
Forney; P., 4; O. B. Powell	7	126	1930
Fort Stockton; P., 4; J. F. Reeves	10	128	1921
Fort Worth			
Arlington Heights; P., 3; W. M. Green	31	789	1924
Diamond Hill; P., 3; W. M. Green	14	127	1935
Handley; P., 3; W. M. Green	14	145	1932
North Fort Worth; P., 3; W. M. Green	43	1,120	1917
Our Lady of Victory; Pr., 4; Sister Mary Brigid	15	133	1929
Robert Lee Paschal; P., 3; W. M. Green	84	2,454	1913
Polytechnic; P., 3; W. M. Green	49	1,343	1924
Riverside; P., 3; W. M. Green	28	448	1936

LIST OF MEMBER SCHOOLS, 1937-38—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACHERS	PUPILS	ACCREDITED
TEXAS—*Continued*			
Freeport; P., 4; O. A. Fleming	10	225	1930
Gainesville; P., 4; H. O. McCain	27	711	1913
Galena Park; P., 4; Walton Hines	10	171	1929
Galveston			
Ball; P., 4; S. B. Graham	55	1,274	1913
Garden City; P., 4; N. P. Taylor	8	84	1937
Gatesville; P., 4; Ercell W. Brooks	15	416	1930
Gladewater			
Gladewater; P., 4; D. T. Smith	30	605	1933
Sabine; P., 4; H. M. Cummings	10	154	1936
Union Grove; P., 4; T. E. Baird	9	129	1937
Goliad; P., 4; J. B. Hayes	7	142	1924
Goose Creek			
Robert E. Lee; P., 4; Harmon Lowman	45	1,082	1924
Graham; P., 4; I. T. Gilmer	22	501	1914
Greenville; P., 4; Joe L. Bergin	23	675	1936
Groom; P., 4; Dalton Ford	7	97	1936
Harlingen; P., 4; E. C. Deering	22	596	1924
Harrold; P., 4; S. P. Vick	9	122	1929
Henderson			
Carlisle; P., 4; Frank L. Singletary	15	198	1936
Henderson; P., 3; C. O. Pollard	15	355	1934
Hereford; P., 4; C. H. Dillehay	11	280	1926
Hillsboro; P., 4; L. W. Hartsfield	23	498	1913
Hondo; P., 4; J. G. Barry	9	163	1930
Honey Grove; P., 4; A. E. Barker	13	338	1937
Houston			
Jefferson Davis; P., 3; E. E. Oberholtzer	47	1,350	1926
Sam Houston; P., 3; E. E. Oberholtzer	42	948	1913
Charles Milby; P., 3; E. E. Oberholtzer	46	1,165	1927
John H. Reagan; P., 3; E. E. Oberholtzer	81	2,440	1926
San Jacinto; P., 3; E. E. Oberholtzer	59	1,448	1913
Hubbard; P., 4; L. L. Wilkes	6	142	1916
Humble			
Charles Bender; P., 4; Frank W. Allenson	12	240	1926
Huntsville; P., 4; R. M. Hawkins	13	312	1934
Iraan; P., 6; J. T. H. Bickley	19	243	1930
Jacksonville; P., 4; Larue Cox	19	485	1928
Jefferson; P., 3; G. P. Parker	14	188	1936
Joinerville			
Gaston; P., 4; G. R. Grissom	20	346	1936
Jourdantown; P., 4; R. S. Morgan	7	95	1930
Junction; P., 4; George H. Mitchell	12	201	1931
Kaufman; P., 3; O. P. Norman	9	210	1931
Kenedy; P., 4; J. H. Stamper	11	239	1929

LIST OF MEMBER SCHOOLS, 1937-38—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACHERS	PUPILS	ACCREDITED
TEXAS—*Continued*			
Kerens; P., 4; G. H. Wilemon	8	162	1924
Kerrville			
Schreiner Institute; Pr., 4; J. J. Delaney	12	86	1926
Tivy; P., 3; H. A. Moore	13	295	1930
Kilgore; P., 4; W. L. Dodson	28	658	1935
LaFeria; P., 4; J. B. Smith	8	204	1928
Lampasas; P., 4; Charles Wachendorfer	11	244	1928
Lancaster; P., 4; E. C. Butler	9	170	1929
Lefors; P., 4; F. L. Mize	11	157	1932
Liberty; P., 4; J. N. Kannenberg	9	136	1928
Longview			
Judson Grove; P., 4; W. R. Skipping	11	113	1937
Longview; P., 3; H. L. Foster	22	643	1914
White Oak; P., 5; W. C. Mathis	13	210	1936
Lubbock; P., 3; W. B. Irvin	46	1,086	1924
Lufkin; P., 4; I. A. Costin	24	695	1915
Lyford; P., 4; J. Mil Auld	8	116	1929
McAllen; P., 3; John H. Gregory	15	400	1919
McCamey; P., 4; A. M. Blackman	13	197	1930
McKinney; P., 4; Jack R. Ryan	27	659	1928
McLean; P., 4; C. A. Cryer	12	270	1928
Marfa; P., 4; J. E. Gregg	10	123	1916
Marlin; P., 4; H. J. McIlhaney	15	294	1913
Marshall; P., 4; Bryan Dickson	29	870	1913
Mart; P., 4; J. J. Youngblood	10	209	1924
Matador; P., 4; B. F. Tunnell	7	148	1929
Mercedes; P., 6; Ernest H. Poteet	20	493	1924
Mexia; P., 4; Frank L. Williams	19	515	1919
Miami; P., 4; M. F. Stephens	6	99	1927
Midland; P., 4; W. W. Lackey	22	443	1928
Mineral Wells; P., 4; W. A. Ross	17	556	1918
Mission; P., 4; Hugh C. Proctor	11	260	1924
Mount Pleasant; P., 4; P. E. Wallace	17	475	1924
Nacogdoches; P., 4; Rufus E. Price	22	506	1928
Navasota; P., 4; J. T. Ferguson	12	234	1919
Nederland; P., 4; C. O. Wilson	13	288	1929
New Braunfels; P., 4; E. A. Sahm	15	384	1928
New Castle; P., 4; J. B. Hill, Jr.	5	125	1930
Nocona; P., 4; W. J. Stone	10	220	1932
Odessa; P., 4; Murray H. Fly	20	559	1927
Oklaunion; P., 4; Knox Kinnard	8	121	1930
Olney; P., 4; Joe R. Humphrey	13	430	1928
Olton; P., 4; H. P. Webb	11	204	1927
Orange; P., 4; W. E. Lowry	20	541	1916

LIST OF MEMBER SCHOOLS, 1937-38—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACHERS	PUPILS	ACCREDITED
TEXAS—*Continued*			
Overton			
Leverett's Chapel; P., 4; D. M. Walker	13	168	1935
London; P., 4; R. L. Bunting	16	239	1934
Overton; P., 4; E. D. Cleveland	15	291	1934
Ozona; P., 4; C. S. Denham	7	90	1916
Palacios; P., 4; Ralph P. Newsom	7	140	1916
Palestine; P., 3; Bonner Frizzell	19	452	1919
Pampa; P., 4; R. B. Fisher	30	725	1927
Panhandle; P., 4; H. E. Vaughan	12	193	1924
Paris; P., 4; A. H. Chamness	39	1,125	1931
Pasadena; P., 4; H. A. Jackson	18	320	1930
Pecos; P., 4; R. Henry Blackwell	10	208	1926
Perryton; P., 4; Roger A. Burgess	13	200	1923
Pharr			
Pharr-San Juan-Alamo; P., 4; J. Lee Stambaugh	13	381	1923
Plainview; P., 3; O. J. Laas	23	508	1936
Port Arthur			
Thomas Jefferson; P., 3; J. M. Simms	58	1,691	1927
Port Neches; P., 4; W. J. Holloway	14	418	1927
Poteet; P., 4; S. V. Burks	7	137	1929
Rankin; P., 4; H. G. Secrest	5	70	1931
Raymondville; P., 4; M. L. Devinney	11	241	1935
Robstown; P., 4; John R. Manning	16	353	1936
Roby; P., 4; N. C. Forrester	9	229	1936
Rock Springs; P., 4; W. B. Denman	7	74	1930
Roscoe; P., 4; I. R. Hutchinson	9	130	1930
San Angelo; P., 3; Felix Smith	37	485	1913
San Antonio			
Alamo Heights; P., 3; G. W. Gotke	18	375	1928
Breckenridge; P., 3; J. C. Cochran	71	2,438	1916
Central Catholic; Pr., 4; Eugene Paulen	18	432	1933
Thomas A. Edison; P., 4; F. S. Eakeley	16	333	1930
Incarnate Word Academy; Pr., 4; Mother Kolumpille	10	151	1919
Thomas Jefferson; P., 3; J. C. Cochran	69	2,127	1932
Our Lady of the Lake; Pr., 4; Mother M. Angelique	9	136	1919
Texas Military Institute; Pr., 4; W. W. Bondurant	11	200	1913
Ursuline Academy; Pr., 4; Mother Mary Loyola	8	57	1934
Sanderson; P., 4; R. D. Holt	8	97	1930
San Marcos			
San Marcos Baptist Academy; Pr., 4; R. M. Cavness	18	176	1913
Schulenburg; P., 4; S. De Bord	8	144	1932
Seguin; P., 4; Joe F. Saegert	14	281	1931
Seymour; P., 4; J. F. Kemp	16	360	1927
Shamrock; P., 4; W. C. Perkins	13	332	1933
Sherman; P., 4; R. L. Speer	37	1,008	1923

LIST OF MEMBER SCHOOLS, 1937-38—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACHERS	PUPILS	ACCREDITED
TEXAS—*Continued*			
Sinton; P., 4; S. W. Seal	11	199	1928
Sonora; P., 4; F. T. Jones	8	111	1926
Sour Lake; P., 4; J. L. Johnson	14	185	1923
Spur; P., 4; O. C. Thomas	12	314	1929
Sugar Land; P., 6; Earl K. Barden	9	221	1928
Sweetwater			
Newman; P., 3; R. S. Covey	20	479	1928
Tahoka; P., 4; W. G. Barrett	9	211	1927
Taylor; P., 4; E. T. Robbins	16	386	1928
Temple; P., 3; L. C. Proctor	27	608	1913
Terrell; P., 4; J. E. Langwith	16	401	1924
Texarkana; P., 4; H. W. Stilwell	18	632	1916
Throckmorton; P., 4; Harry W. Rice	15	310	1934
Tom Ball; P., 4; J. B. Oliphant	11	131	1937
Tulia; P., 4; I. H. Turney	13	272	1926
Tyler; P., 3; J. M. Hodges	52	1,252	1916
Uvalde; P., 4; Guy D. Deen	12	304	1916
Van; P., 4; J. E. Rhodes	21	423	1936
Vernon; P., 3; W. T. Lofland	21	418	1927
Victoria			
Patti Welder; P., 3; Porter S. Garner	25	366	1914
Waco; P., 3; R. H. Brister	75	2,291	1913
Waxahachie; P., 4; T. C. Willemon	22	548	1928
Weslaco; P., 4; F. C. McConnell	13	363	1925
West; P., 4; H. J. Jackson	11	233	1926
West Columbia; P., 4; Asa W. Griggs	11	200	1926
Wharton; P., 4; Floyd C. Betts	13	310	1923
White Deer; P., 4; George A. Heath	13	222	1932
Wichita Falls; P., 3; H. D. Fillers	60	1,774	1917
Wink; P., 4; Lee Johnson	17	285	1937
Winters; P., 4; E. D. Stringer	12	312	1931
Wortham; P., 4; M. D. Murphy	7	67	1925
Ysleta; P., 4; J. M. Hanks	17	360	1930
Total (Number schools 234)	4,526	104,397	
Average per school	19	446	
VIRGINIA			
Abingdon			
William King High; P., 4; Roy E. Kyle	8	223	1929
Alexandria			
George Washington High; P., 4; H. T. Moncure	43	1,305	1915
Amherst; P., 4; Clayton B. Phillips	9	186	1927

LIST OF MEMBER SCHOOLS, 1937-38—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACHERS	PUPILS	ACCREDITED
VIRGINIA—*Continued*			
Arlington			
Washington-Lee High; P., 3; Claude M. Richmond	42	1,098	1930
Bedford; P., 4; J. L. Borden	11	255	1922
Blackstone			
College for Girls H. S.; Pr., 4; J. Paul Glick	13	229	1929
High School; P., 4; Frank J. Critzer	10	200	1922
Bristol			
Sullins College High; Pr., 3; W. E. Martin	6	59	1926
Virginia High; P., 4; James N. Denton	18	393	1914
Virginia Intermont College H. S.; Pr., 4; H. F. Noffsinger	11	60	1924
Buena Vista			
Southern Seminary; Pr., 4; R. L. Durham	7	52	1937
Burkeville; P., 4; Robert B. Wilson	5	92	1927
Cape Charles; P., 5; Percy H. Warren	7	117	1927
Charlottesville			
Lane High; P., 4; Hugh L. Sulfridge	27	739	1913
Chatham			
Chatham Hall; Pr., 4; Dr. Edmund J. Lee	18	149	1929
Hargrave Military Academy; Pr., 4; A. H. Camden	14	148	1920
Chester; P., 4; Fred D. Thompson	14	384	1936
Christchurch			
Christchurch School; Pr., 6; Wm. D. Smith, Jr.	5	41	1926
Churchland; P., 4; B. L. Lewis	7	179	1927
Clarendon			
Arlington Hall; Pr., 4; Carrie Sutherlin	10	47	1935
Clifton Forge; P., 4; V. J. Love	17	437	1929
Courtland; P., 4; G. M. Rains	6	118	1929
Covington; P., 3; W. R. Curfman	17	420	1933
Crewe; P., 4; T. P. Harwood	10	285	1925
Culpeper; P., 4; R. R. Tolbert	12	208	1926
Danville			
George Washington High; P., 6; Fred W. Greene	41	1,087	1918
Danville Military Institute; Pr., 4; Thomas Wilborn	6	59	1937
Stratford Hall; Pr., 4; John C. Simpson	9	52	1898
Emporia			
Greensville County High; P., 4; H. L. Webb	11	334	1936
Farmville; P., 4; C. L. Ramsey	8	181	1924
Fork Union			
Military Academy; Pr., 4; N. J. Perkins	21	250	1925
Franklin; P., 4; B. T. Watkins	9	193	1927
Fredericksburg			
Campus Training High; P., 4; C. A. Edwards	4	99	1929
High School; P., 4; Guy H. Brown	17	306	1927

LIST OF MEMBER SCHOOLS, 1937-38—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACHERS	PUPILS	ACCREDITED
VIRGINIA—*Continued*			
Front Royal			
Randolph-Macon Academy; Pr., 6; John C. Boggs	12	193	1929
Greenway			
Maderia School; Pr., 4; Sarah G. Spalding	18	170	1934
Harrisonburg; P., 4; B. L. Stanley	13	352	1913
Holland; P., 4; W. R. Savage, Jr.	7	146	1926
Hopewell; P., 4; J. E. Mallonee	27	749	1921
Lexington; P., 4; H. Waddell	11	292	1914
Lynchburg			
E. C. Glass High; P., 3; H. A. C. Walker	43	1,026	1913
Virginia Episcopal School; Pr., 6; Oscar deW. Randolph	11	122	1921
Manassas			
Osbourn High; P., 4; R. Worth Peters	11.5	250	1914
Marion; P., 4; W. Linden Allen	8	259	1920
Morrison; P., 4; J. R. Mort	14	330	1924
Newport News; P., 4; Lamar R. Stanley	58	1,386	1918
Norfolk			
Great Bridge High; P., 4; J. H. Kelly, Jr.	7	143	1925
Matthew Fontaine Maury High; P., 3; A. B. Bristow	99	2,948	1897
Norview; P., 4; H. C. Barnes	10.5	282	1927
Oceana; P., 4; R. H. Owen	10	301	1926
Petersburg; P., 3; H. D. Wolff	35	943	1913
Portsmouth			
Cradock High; P., 4.5; H. I. Willett	13	320	1927
Deep Creek High; P., 4; W. Leon Mason	7	151	1937
Woodrow Wilson High; P., 4; J. Leon Codd	55	1,582	1922
Radford; P., 4; Alfred K. Eagle	14	383	1937
Richmond			
Collegiate School for Girls; Pr., 4; Mrs. Wm. T. Hodges	13	49	1922
John Marshall High; P., 4; James C. Harwood	125	3,091	1913
St. Christopher's School; Pr., 5.5; C. G. Chamberlayne	14	142	1920
Thomas Jefferson High; P., 3; Ernest Shawen	71	1,913	1933
Varina Agricultural High; P., 4; George Baker	12	270	1927
Westhampton High; P., 4; Ira O. Beaty	12	283	1937
Roanoke			
Jefferson Senior High; P., 3; J. D. Riddick	51	1,317	1915
Rocky Mount; P., 4; W. D. Peake	8	200	1929
Salem			
Andrew Lewis; P., 4; E. B. Broadwater	37.5	1,114	1935
Saltville; P., 4; R. M. Buchanan	8	195	1928
South Boston			
C. H. Friend; P., 4; James H. Rowan	9	162	1914

LIST OF MEMBER SCHOOLS, 1937-38—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACHERS	PUPILS	ACCREDITED
VIRGINIA—*Continued*			
South Norfolk; P., 4; R. H. Pride	16	352	1932
Staunton			
Military Academy; Pr., 4; Roy W. Wonson	27	343	1916
Robert E. Lee High; P., 4; H. L. Bridges, Jr.	19	449	1913
Stuart Hall; Pr., 4; Ophelia S. T. Carr	11	127	1931
Suffolk; P., 6; Francis S. Chase	26	569	1923
Toano; P., 4; M. F. Starnes	6	80	1935
Vinton			
William Byrd High; P., 4; Herman L. Horn	20	515	1929
Warrenton			
Country School; Pr., 5; Lea M. Bouligny	8	72	1929
High School; P., 4; P. B. Smith, Jr.	11	220	1929
Waverly; P., 4; M. B. Leavell	5	127	1929
Waynesboro			
Fairfax Hall; Pr., 4; W. B. Gates	10	59	1932
Fishburne Military School; Pr., 4; Morgan H. Hudgins	12	170	1897
Woodrow Wilson High; P., 4; R. C. Jennings	13	375	1932
West Point; P., 4; Katherine P. Howerton	6	168	1924
Williamsburg			
Matthew Whaley High; P., 5; Rawls Byrd	13	242	1924
Winchester			
Handley High; P., 6; Garland R. Quarles	31	880	1916
Woodberry Forest			
Woodberry Forest School; Pr., 5; J. Carter Walker	20	233	1910
Woodstock			
Massanutten Academy; Pr., 6; H. J. Benchoff	11	149	1930
Total (Number schools 84)	1,583	36,177	
Average per school	19	431	
EXTRA-TERRITORIAL STATUS			
Mexico, D. R.			
American School Foundation; Pr., 4; Henry L. Cain	12	179	1930
Grand total for all states (Number schools 1,187)	19,449	456,234	
Average per school	16	384	

MEMBER STATE DEPARTMENTS OF EDUCATION*

Alabama: W. L. Spencer, Head Supervisor of Education, Montgomery
Georgia: T. J. Dempsey, Jr., State High School Supervisor, Atlanta
Louisiana: John E. Coxe, High School Supervisor, Baton Rouge
Mississippi: E. R. Jobe, High School Supervisor, Jackson
Virginia: Sidney B. Hall, Superintendent of Public Instruction, Richmond

PUBLICATIONS OF THE ASSOCIATION

For the index of the Proceedings of the Association, 1895-1912, see the Proceedings of the Nineteenth Meeting, published in 1913. For the index of the Proceedings of the Association, 1913-1921, inclusive, see the Proceedings of the Twenty-seventh Meeting, published in 1922, and for the index of the Proceedings of the Association, 1922-1933, inclusive, see pages 24-29 of the 1934 Proceedings. For index of the Proceedings of the Association, 1934-1937, inclusive, see pages 1 and 14-15 of the SOUTHERN ASSOCIATION QUARTERLY for February, 1937.

OFFICERS AND MEETING-PLACES OF THE ASSOCIATION IN RECENT YEARS

A complete roster of officers and meeting-places of the Association from its organization was published in the SOUTHERN ASSOCIATION QUARTERLY of February, 1937, pages 15 to 21. This information for the past twelve years is reprinted for easy reference:

1926-27, Jacksonville, Florida

President: Theodore H. Jack, Emory University.
Vice Presidents: C. A. Graeser, College of Charleston; D. M. Nelson, Mississippi College.
Secretary-Treasurer: Guy E. Snavely, Birmingham-Southern College.
Executive Committee (in addition to President and Secretary *ex officio*): J. H. Kirkland, Vanderbilt University; A. B. Dinwiddie, Tulane University; S. J. McCallie, McCallie School; A. A. Murphree, University of Florida; H. D. Campbell, Washington and Lee University.

1927-28, Fort Worth, Texas

President: H. M. Ivey, Meridian Public Schools.
Vice Presidents: Joseph Roemer, University of Florida; Sue Powers, Shelby County Schools, Memphis, Tennessee.
Secretary-Treasurer: Guy E. Snavely, Birmingham-Southern College.
Executive Committee (in addition to President and Secretary *ex officio*): J. H. Kirkland, Vanderbilt University; S. J. McCallie, McCallie School; A. A. Murphree, University of Florida; H. D. Campbell, Washington and Lee University; Theodore H. Jack, Emory University.

1928-29, Lexington, Kentucky

President: R. L. Marquis, North Texas State Teachers College.
Vice Presidents: E. F. Buchner, Johns Hopkins University; Harry Clark, Furman University.
Secretary-Treasurer: Guy E. Snavely, Birmingham-Southern College.
Executive Committee (in addition to President and Secretary *ex officio*): S. J. McCallie, McCallie School; Edward Conradi, Florida State College for Women; H. D. Campbell, Washington and Lee University; Theodore H. Jack, Emory University; H. M. Ivy, Meridian Public Schools.

* See Article II, Sections 1 and 2 of the Constitution.

1929-30, Atlanta, Georgia

President: Harry D. Campbell, Washington and Lee University.
Vice Presidents: J. A. Stoddard, University of South Carolina; M. E. Ligon, University of Kentucky.
Secretary-Treasurer: Guy E. Snavely, Birmingham-Southern College.
Executive Committee (in addition to President and Secretary *ex officio*): S. J. McCallie, McCallie School; Theodore H. Jack, Emory University; H. M. Ivy, Meridian Public Schools; R. L. Marquis, North Texas State Teachers College; A. B. Dinwiddie, Tulane University.

1930-31, Montgomery, Alabama

President: Charles A. Brown, Birmingham Public Schools.
Vice Presidents: H. H. Caldwell, Georgia School of Technology; C. R. Endsley, Tennessee Military Institute.
Secretary-Treasurer: Guy E. Snavely, Birmingham-Southern College.
Executive Committee (in addition to President and Secretary *ex officio*): Theodore H. Jack, Emory University; H. M. Ivy, Meridian Public Schools; R. L. Marquis, North Texas State Teachers College; A. B. Dinwiddie, Tulane University; Harry D. Campbell, Washington and Lee University.

1931-32, New Orleans, Louisiana

President: Joseph Roemer, George Peabody College.
Vice Presidents: O. C. Carmichael, Alabama College; Juliet Jameson Poynter, Science Hill School for Girls.
Secretary-Treasurer: Guy E. Snavely, Birmingham-Southern College.
Executive Committee (in addition to President and Secretary *ex officio*): H. M. Ivy, Meridian Public Schools; R. L. Marquis, North Texas State Teachers College; A. B. Dinwiddie, Tulane University; Harry D. Campbell, Washington and Lee University; Charles A. Brown, Birmingham Public Schools.

1932-33, Nashville, Tennessee

President: William Preston Few, Duke University.
Vice Presidents: J. H. Workman, Pensacola High School; J. W. Hynes, Loyola University.
Secretary-Treasurer: Guy E. Snavely, Birmingham-Southern College.
Executive Committee (in addition to President and Secretary *ex officio*): R. L. Marquis, North Texas State Teachers College; A. B. Dinwiddie, Tulane University; C. A. Brown, Birmingham Public Schools; Joseph Roemer, George Peabody College; K. J. Hoke, College of William and Mary.

1933-34, Atlanta, Georgia

President: Frank L. McVey, University of Kentucky.
Vice Presidents: C. D. Hall, Texas Christian University; C. T. Kirkpatrick, Hume Fogg High School.
Secretary-Treasurer: Guy E. Snavely, Birmingham-Southern College.
Executive Committee (in addition to President and Secretary *ex officio*): A. B. Dinwiddie Tulane University; C. A. Brown Birmingham Public Schools; Joseph Roemer, George Peabody College; K. J. Hoke, College of William and Mary; W. P. Few, Duke University; S. H. Whitley, East Texas State Teachers College; H. B. Heidelberg, Clarksdale, Mississippi.

1934-35, Louisville, Kentucky

President: H. B. Heidelberg, Clarksdale, Mississippi.
Vice Presidents: J. Thomas Davis, John Tarleton Agricultural College; Guy H. Wells, Georgia State College for Women.
Secretary-Treasurer: Guy E. Snavely, Birmingham-Southern College.
Executive Committee (in addition to President and Secretary *ex officio*): Joseph Roemer, Geoge Peabody College; K. J. Hoke, College of William and Mary; William Preston Few, Duke University; S. H. Whitley, East Texas State Teachers College; S. M. Brame, Alexandria Public Schools; Frank L. McVey, University of Kentucky; Shelton Phelps, Winthrop College.

1935-36, Richmond, Virginia

President: J. Thomas Davis, John Tarleton Agricultural College.
Vice Presidents: Raymond A. Kent, University of Louisville; Father F. J. Jerome, St. Leo Abbey.

Secretary-Treasurer: Guy E. Snavely, Birmingham-Southern College.
Executive Committee (in addition to President and Secretary *ex officio*): William Preston Few, Duke University; S. H. Whitley, East Texas State Teachers College; S. M. Brame, Alexandria Public Schools; Frank L. McVey, University of Kentucky; Shelton Phelps, Winthrop College; Guy H. Wells, Georgia State College for Women; H. B. Heidelberg, Clarksdale Public Schools.

1936-38, Dallas, Texas

President: C. A. Ives, Louisiana State University.
Vice Presidents: T. H. Napier, Alabama College; J. C. Harwood, John Marshall High School.
Secretary-Treasurer: Guy E. Snavely, Birmingham-Southern College.
Executive Committee (in addition to President and Secretary *ex officio*): S. M. Brame, Alexandria Public Schools; Frank L. McVey, University of Kentucky; Shelton Phelps, Winthrop College; Guy H. Wells, Georgia State College for Women; O. C. Carmichael, Vanderbilt University; M. R. Hinson, Florida State College for Women; J. Thomas Davis, John Tarleton Agricultural College.

The Forty-third Annual Meeting of the Association will be held in Memphis, Tennessee, March 30 and 31, 1939. The Peabody will be the headquarters hotel. The three commissions will also meet in this hotel, March 27-29.

DELEGATES ATTENDING THE FORTY-SECOND ANNUAL MEETING

Colleges and Universities

Agnes Scott College: President J. R. McCain, Registrar S. G. Stukes
Agricultural and Mechanical College of Texas: Dean T. D. Brooks
Alabama College: President A. F. Harmon, Dean T. H. Napier
Alabama Polytechnic Institute: Dean J. W. Scott, Dean Zebulon Judd, Secretary Ralph B. Draughon
Alabama, University of: Dean C. H. Barnwell, G. H. Yeuell
Baylor University: Dean E. N. Jones, J. C. McElhannon
Berea College: Dean T. A. Hendricks, Dean C. N. Shutt
Birmingham-Southern College: Dean Wyatt W. Hale, J. M. Malone, N. M. Yielding
Blue Mountain College: President Lawrence T. Lowrey
Bridgewater College: President P. H. Bowman
Carson and Newman College. President J. T. Warren
Catawba College: President H. R. Omwake
Centenary College: President Pierce Cline, C. O. Holland, J. A. Hardin
Centre College: Acting President J. H. Hewlett
College of Charleston: Clarence A. Graeser, R. H. Coleman
Chattanooga, University of: President Alexander Guerry, Dean M. A. Smith, P. L. Palmer
Clemson College: Registrar G. E. Metz
Coker College: President C. S. Green
Columbia College: President J. C. Guilds
Delta State Teachers College: President W. M. Kethley
Duke University: Dean W. K. Greene, Holland Holton
East Carolina Teachers College: President Leon R. Meadows, Registrar H. J. McGinnis
East Texas State Teachers College: President Sam H. Whitley
Eastern Kentucky State Teachers College: President H. L. Donovan, Dean W. C. Jones

Emory University: Registrar J. G. Stipe
Emory and Henry College: President J. N. Hillman, Dean H. M. Henry
Erskine College: President R. C. Grier
Florida Southern College: President L. M. Spivey
Florida State College for Women: President Edward Conradi
Florida, University of: Dean W. W. Little
Furman University: Dean R. N. Daniel
George Peabody College for Teachers: Dean Joseph Roemer, Doak S. Campbell, Registrar J. R. Robinson
Georgetown College: President H. N. Sherwood
Georgia School of Technology: President M. L. Brittain
Georgia State College for Women: President G. H. Wells, Registrar E. H. Scott, Mildred English
Georgia, University of: J. Harold Saxon, W. D. Hooper, Floyd Jordan
Greensboro College: President L. L. Gobbel
Guilford College: President C. A. Milner
Hardin-Simmons University: Vice President R. N. Richardson, Assistant Dean L. Q. Campbell
Howard College: Dean P. P. Burns, L. W. Lohr
Huntingdon College: President W. D. Agnew, President-elect Hubert Searcy
Incarnate Word College: Dean Sister M. Calista, Registrar Sister M. Clement, Sister M. Polycarp
John B. Stetson University: President W. S. Allen
Judson College: President L. G. Cleverdon
Kentucky, University of: Dean P. P. Boyd, M. E. Ligon, Registrar L. M. Chamberlain
Lenoir Rhyne College: President P. E. Monroe, Dean E. L. Setzler
Limestone College: President R. C. Granberry
Lincoln Memorial University: President S. W. McClelland
Louisiana College: President Claybrook Cottingham
Louisiana Polytechnic Institute: President E. S. Richardson, Dean H. L. Hughes, Dean Gustaf Freden, Acting Dean J. T. Folk
Louisiana State Normal College: President A. A. Fredericks, Dean M. P. Rogers
Louisiana State University: Dean C. A. Ives, Dean F. C. Frey, Dean B. F. Mitchell, H. L. Garrett
Louisville, University of: President R. A. Kent
Loyola, University of the South: President H. A. Gaudin, Dean P. A. Roy, J. B. Bassich, James F. Whelan
Lynchburg College: President R. B. Montgomery, Dean J. L. Davis
Mary Hardin-Baylor College: President G. G. Singleton, President-Emeritus J. C. Hardy, Dean E. G. Townsend
Maryville College: President R. W. Lloyd
Mercer University: Dean J. B. Clark
Meredith College: President C. E. Brewer
Millsaps College: President D. M. Key, Dean A. P. Hamilton
Mines and Metallurgy, College of: President D. M. Wiggins
Mississippi College: President D. M. Nelson, Dean W. H. Sumrall
Mississippi State College: President G. D. Humphrey, Dean S. B. Hathorn
Mississippi State College for Women: President B. L. Parkinson
Mississippi, University of: Chancellor A. B. Butts, Dean V. A. Coulter, Dean F. E. Farquear, O. A. Shaw
Mississippi Woman's College: President W. E. Holcomb, Dean H. C. Steele

Nazareth College: President Sister Mary Anastasia, Dean Sister Mary Ramona Mattingly
Newberry College: President J. C. Kinard
North Carolina, University of: Dean T. J. Wilson, Jr., Harl R. Douglass
North Texas State Teachers College: President W. J. McConnell
Our Lady of the Lake College: Dean Mother Mary Angelique, Registrar Sister Mary Pia, Sister Mary Antonina
Queens-Chicora College: President W. H. Frazer, Dean J. M. Godard
Randolph-Macon Women's College: President T. H. Jack, Dean C. C. French
Roanoke College: Dean C. R. Brown
Rollins College: Dean W. S. Anderson
Sam Houston Teachers College: President C. N. Shaver
Shorter College: President P. M. Cousins, Vice President H. T. Quillian
South Carolina, University of: Dean L. T. Baker, J. A. Stoddard
South Georgia Teachers College: Dean Z. S. Henderson
Southern Methodist University: Dean A. C. Zumbrunnen, F. D. Smith, C. A. Nichols, J. W. Yarborough
Southwest Texas State Teachers College: Dean A. H. Nolle, E. O. Wiley, A. A. Grusendorf
Southwestern Louisiana Institute: President L. E. Frazar, Dean H. L. Griffin, Dean F. M. Hamilton, Dean J. L. Fletcher
Southwestern: President C. E. Diehl
Southwestern University: Dean O. A. Ullrich, J. C. Godbey, Registrar P. A. Neas
Spring Hill College: President J. J. Druhan, Dean A. C. Smith
State Teachers College, Farmville, Virginia: President J. L. Jarman
State Teachers College, Florence, Alabama: Dean C. B. Collier
State Teachers College, Fredericksburg, Virginia: President M. L. Combs
State Teachers College, Hattiesburg, Mississippi: President J. B. George, Dean R. G. Lowrey
State Teachers College, Harrisonburg, Virginia: President S. P. Duke
State Teachers College, Jacksonville, Alabama: Dean C. R. Wood
State Teachers College, Livingston, Alabama: President N. F. Greenhill
State Teachers College, Troy, Alabama: President C. B. Smith
Stephen F. Austin State Teachers College: President A. W. Birdwell, Dean T. E. Ferguson
Sul Ross State Teachers College: President H. W. Morelock
Sweet Briar College: Dean Emily H. Dutton
Tennessee, University of: President J. D. Hoskins, Registrar R. F. Thomason
Texas Christian University: President E. M. Waits, Dean C. D. Hall, Dean O. R. Nielsen, T. W. Prouse, R. A. Smith
Texas College Arts and Industries: Dean J. E. Conner
Texas State College for Women: President L. H. Hubbard, Dean E. V. White, A. L. Herold, Mary S. Buffum
Texas Technological College. Dean J. M. Gordon
Texas, University of: Registrar E. J. Mathews, W. Miriam Dozier
Transylvania College: Registrar V. F. Payne
Trinity University: President F. L. Wear, Dean P. J. Schwab
Tulane University: President R. C. Harris, Dean R. P. McCutcheon, Dean Marten Ten Hoor, J. A. Lyon
Union College: President J. O. Gross
University of the South: Dean G. M. Baker

Vanderbilt University: Chancellor O. C. Carmichael, Dean F. C. Paschal, L. P. Giddens
Virginia Military Institute: Dean J. A. Anderson
Virginia, University of: W. H. Faulkner
Wake Forest College: President T. D. Kitchin
Washington and Lee University: Dean R. H. Tucker
Wesleyan College: President D. R. Anderson, Acting Dean S. L. Akers, O. A. Park
West Texas State Teachers College: President J. A. Hill, Dean R. P. Jarrett
Winthrop College: President Shelton Phelps, Registrar J. G. Kelly
Wofford College: Dean A. M. DuPre

Junior Colleges

Amarillo College: President J. F. Mead
Andrew College: President S. C. Olliff
Averett College: President C. V. Bishop
Belmont Abbey College: Vice President C. E. Allen
Bethel College: President J. W. Gaines
Copiah-Lincoln Junior College: President J. M. Ewing
Cumberland College: President J. L. Creech
Edinburg Junior College: Director R. P. Ward, C. A. Davis, H. A. Hodges
Hinds Junior College: President G. J. Cain
Holmes Junior College: President M. C. McDaniel
John Tarleton Agricultural College: Dean J. T. Davis
Junior College of Augusta: President E. W. Hardy
Lamar Junior College: Dean D. W. Boitnott
Lon Morris College: President C. E. Peeples, Dean W. P. Moody
Marion Institute: Thomas A. Wood, J. T. Murfee
Mount St. Joseph Junior College: Dean Sister M. Christina Eckmans
Nazareth Junior College: Dean Sister Margaret Gertrude
Paris Junior College: President J. R. McLemore
Pearl River College: President R. E. L. Sutherland
Sacred Heart College: Dean Sister M. Dominica
St. Bernard Junior College: Dean Aloysius Menges
St. Mary's-School: Mrs. Ernest Cruikshank
Schreiner Institute: President J. J. Delaney
Southern Junior College: President J. C. Thompson
Sue Bennett College: President K. C. East
Sullins College: Dean D. L. Metts, Mrs. Maud W. Boggess
Texarkana College: Dean W. P. Akin
Tyler Junior College: Dean H. E. Jenkins
Virginia Intermont College: President H. G. Noffsinger
Ward-Belmont School: Dean J. E. Burk
Whitworth College: President G. F. Winfield
Young Harris College: President T. J. Lance

Secondary Schools

Alabama

Anniston High School: Principal P. G. Myer
Snead Academy, Boaz: Dean S. M. Smith
Birmingham High Schools: Associate Superintendent C. A. Brown

Fairfield High School: Principal W. H. McMurry
DeKalb County High School: Principal Herman Watson

Florida

Dixie County High School: Supervising Principal W. B. Feagle
Putnam High School, Palatka: Sup. Principal G. C. Roberts
Pensacola High School: Principal J. H. Workman
St. Leo Academy: Prefect of Studies, Rev. Father Jerome
Florida High School, Tallahassee: M. R. Hinson
Tampa College High School: President R. A. MacDonald

Georgia

Athens High School: Principal E. B. Mell
Atlanta Public Schools: Assistant Superintendent H. R. Hunter
Marist College High, Atlanta: Principal P. H. Dagneau
Tubman High School, Augusta: Principal T. H. Garrett
Darlington School, Rome: President C. R. Wilcox
Rome High School: Superintendent B. F. Quigg
Benedictine Military School, Savannah: Principal, Rev. Benedict Rettger

Kentucky

Ashland High School: Principal Edgar K. Smith
Covington Catholic High School: Principal C. H. Reiter
Holmes High School, Covington: Principal H. H. Mills
Bryon Station High School, Lexington: Principal A. V. Crawford
Lexington Public Schools: Superintendent H. H. Hill
Kentucky Home School, Louisville: Mrs. George E. Gary
Loretto High School, Louisville: Sister Mary Helen, Directress
Louisville Girls High School: Principal S. B. Tinsley
Louisville Male High School: Principal W. S. Milburn
St. Catharine Academy: Principal Sister Amadeus

Louisiana

Bolton High School, Alexandria: Principal S. M. Brame
Bastrop High School: Principal S. G. Lucky
St. Joseph's Academy, Baton Rouge: Principal Sister Mary Frances
Lafayette High School: Principal R. E. Chaplin
Isidore Newman School, New Orleans: Director C. C. Henson
Jesuit High School, New Orleans: Principal Joseph C. Mulhern
St. Joseph Academy, New Orleans: Sister Mary Eveline
St. Mary's Dominican High School, New Orleans: Sister Mary Elizabeth, Superior
St. John's High School, Shreveport: President, Rev. Gabriel J. Barras
St. Vincent's High School, Shreveport: Sister Maria Immaculata, Principal

Mississippi

Belzoni High School: Superintendent S. T. Lilly
Brookhaven High School: Superintendent E. S. Bowlus
St. Mary of the Pines, Chatawa: Sister Sup. M. Charissia, Principal; Sister M. Clarissa, Sister M. Julitta
Clarksdale High School: Superintendent H. B. Heidelberg
Clinton High School: J. M. Lassetter

Flora High School: Superintendent Troy Morgan
Greenville High School: Superintendent F. W. Murphy
Gulf Coast Military Academy, Gulfport: Principal, Major J. E. Belka
Hernando Consolidated: Superintendent J. F. Russum
Hollandale High School: Superintendent C. L. Crawley
Jackson Public Schools. Superintendent K. P. Walker, Ira F. Simmons
Laurel City Schools: Superintendent R. H. Watkins
Leland High School: Superintendent W. E. Bufkin
Lexington Public Schools: Superintendent W. B. Kenna
Marks Public Schools: Superintendent T. N. Touchstone
McComb High School: Superintendent D. L. Blackwelder
Meridian High School: Superintendent H. M. Ivy
Merigold Consolidated School: Superintendent F. W. Young
Moss Point High School: Superintendent A. L. Monroe
Natchez High School: Superintendent W. H. Braden
University High School, Oxford: Director R. C. Cook
Chamberlain-Hunt Academy, Port Gibson: President J. W. Kennedy
Ruleville City Schools: Superintendent C. L. Milling
Kemper County A. High School, Scooba: Superintendent J. D. Wallace
Tupelo High School: Superintendent T. M. Milam
Carr Central High School, Vicksburg: Principal C. B. Wilson
Yazoo City High School: Superintendent R. J. Koonce

North Carolina

Oak Ridge Military Institute: Superintendent T. O. Wright

South Carolina

Ashley Hall, Charleston: Principal Mary V. McBee
Charleston High School: Principal H. O. Strohecker
Denmark High School: Superintendent A. J. Richards
Greenwood High School: Superintendent W. E. Black, Principal W. W. Benson
Newberry High School: Superintendent O. B. Cannon
North Charleston High School: Principal C. A. Pigott
Sumter High School: Principal H. T. Stoddard
Wellford-Lyman-Tucapau High School: Superintendent D. M. Nixon

Tennessee

Baxter Seminary: President H. L. Upperman
Clarksville High School: Principal B. L. Hassell
The McCallie School, Chattanooga: Headmasters Spencer and P. J. McCallie
Notre Dame High School, Chattanooga: Principal, Sister Jane Frances
Columbia Military Academy: Superintendent L. U. Ragsdale
Knoxville High School: Principal W. E. Evans
Castle Heights Military Academy, Lebanon: President H. L. Armstrong
Miss Hutchinson's School, Memphis: Principal Mary G. Hutchinson
Memphis City Schools: Superintendent E. C. Ball
Technical High School, Memphis: Principal J. L. Highsaw
David Lipscomb High School, Nashville: Principal Max Hamrick
Father Ryan High School, Nashville: Superintendent G. J. Flanigen, Principal S. E. Wiley
St. Bernard Academy, Nashville: Sister Mary Martina, Supervisor of Schools; Sister Mary Aquin, Principal

St. Cecilia Academy, Nashville: Sister Mary Agnes, Principal
St. Andrews School: Headmaster Francis W. G. Parker
Tennessee Military Institute, Sweetwater: Superintendent C. R. Endlsey
Whitehaven High School: Principal F. G. Elliott

Texas

Big Spring High School: Principal G. H. Gentry
Corsicana High School: Superintendent W. H. Norwood
Dallas High Schools: Supervisor L. V. Stockard
Austin High School, El Paso: Principal W. W. Wimberly
Bowie High School, El Paso: Principal J. D. Osborne, Jr.
El Paso Public Schools: Assistant Superintendent M. E. Broom, Principal J. R. Randolph
Loretto Academy, El Paso: Mother Geneva Anson, Principal
Ball High School, Galveston: Principal W. A. James
Gladewater High School: Principal M. M. Churchwell
Houston High School: J. O. Webb, Director
Sam Houston High School, Houston: Principal W. S. Brandenberger
Longview High School: Principal R. L. Speight
McCamey Public Schools: Superintendent A. M. Blackman
Port Arthur High School: Assistant Superintendent T. Q. Srygley, Principal A. N. Donner
Central Catholic High School, San Antonio: Principal V. A. Mitchel
Incarnate Word Academy, San Antonio: Sister Mary of the Cross, Principal
Texas Military Institute, San Antonio: Superintendent W. W. Bondurant
Ursuline Academy, San Antonio: Mother M. Loyola Ott, Superior; Sister St. Rose
San Marcos Baptist Academy: President R. M. Cavness
Sherman Public Schools: Superintendent R. L. Speer, Principal Byron Davis
Terrell High School: Superintendent J. E. Langwith

Virginia

George Washington High School, Alexandria: Principal H. T. Moncure
George Washington High School, Danville: Principal F. W. Greene
Matthew Fontaine Maury High School, Norfolk: Principal A. B. Bristow
Cradock High School, Portsmouth: Principal H. I. Willett
Woodrow Wilson High School, Portsmouth: Principal J. L. Codd
John Marshall High School, Richmond: Principal J. C. Harwood
Jefferson High School, Roanoke: Principal J. D. Riddick

VISITORS FROM MEMBER-STATE DEPARTMENTS OF EDUCATION

W. L. Spencer, Supervisor of Secondary Education, Montgomery, Alabama
W. Morrison McCall, State Department of Education, Montgomery, Alabama
T. J. Dempsey, State High School Supervisor, Atlanta, Georgia
J. S. Burdette, State School Supervisor, LaGrange, Georgia
John E. Coxe, State High School Supervisor, Baton Rouge, Louisiana
E. R. Jobe, High School Supervisor, Jackson, Mississippi
Knox M. Broom, Supervisor A. H. S. P. Junior Colleges, Jackson, Mississippi
Robert Roy Vance, Supervisor of High Schools, Nashville, Tennessee
Sidney B. Hall, Superintendent Public Instruction, Richmond, Virginia

VISITORS FROM COLLEGES ON NON-MEMBER LIST

Piedmont College: President Geo. C. Bellingrath
Asbury College: Executive Vice President Z. T. Johnson, Dean F. M. Heston
Belhaven College: President G. T. Gillespie
Elon College: President L. E. Smith
Lander College: L. H. Cox
Presbyterian College: Dean M. W. Brown
Milligan College: President H. J. Derthick
Tennessee College for Women: President E. L. Atwood
Union University: President J. J. Hurt
Abilene Christian College: President J. F. Cox, Viee President D. H. Morris, Dean W. H. Adams
Howard Payne College: President T. H. Taylor
St. Mary's University of San Antonio: President A. H. Rabe, Dean F. J. Junker, Inspector E. A. Paulin

Minutes of the Forty-second Annual Meeting of the Association, Dallas, Texas, March 31-April 1, 1938

The Commissions on Institutions of Higher Education, on Secondary Schools, and on Curricular Studies and Research were in session from March 28 through March 30. The report of these three commissions will be found on pages 203 to 233, 237 to 266, and 269 to 290 of this issue of the QUARTERLY.

THURSDAY, MARCH 31, 1938

MORNING SESSION

The Forty-second Annual Meeting of the Southern Association of Colleges and Secondary Schools was called to order at 9:00 a.m. by the President. Dean C. A. Ives of Louisiana State University, Baton Rouge, Louisiana, After a musical program the invocation was offered by Dr. Wallace Bassett of Cliff Temple Baptist Church, Dallas. The Honorable William McCraw, Attorney-General of Texas, gave the address of welcome, and Chancellor A. B. Butts of the University of Mississippi made the response.

The minutes of the last annual meeting were accepted as printed in the Proceedings for last year. The Secretary-Treasurer gave the financial report for the year 1936-1938. On motion, this was received and referred to the Auditing Committee.

REPORT OF SECRETARY-TREASURER FOR THE YEAR 1936-1938

Receipts

Balance in Bank, November 30, 1936	$ 688.07	
Dues:		
Senior Colleges	7,000.00	
Junior Colleges	1,200.00	
Secondary Schools	11,820.00	
State Departments of Education	75.00	
Non-Member Colleges	1,000.00	
Inspection Fees:		
Senior College Applicants	250.00	
Junior College Applicants	250.00	
College Surveys	1,200.00	
Sale of Proceedings	141.80	
Interest and Dividends	399.66	
Savings Account (deposited to Checking Account)	3,022.50	
General Education Board for Commission on Curricular Problems	3,500.00	
Total Receipts		$30,547.03

Expenditures		
Office of President	$ 20.98	
Executive Committee	761.52	
Office of Secretary	750.59	
Executive Secretary:		
Salary	6,000.00	
Office	902.26	
Visitation, Senior Colleges	220.47	
Visitation, Junior Colleges	71.41	
Inspection, Senior College Applicants	187.89	
Inspection, Junior College Applicants	144.57	
Inspection, Non-Member Colleges	443.33	
Secretarial Hire	1,749.90	
Committee on Triennial Reports	311.56	
Commission on Institutions of Higher Education	776.13	
College Surveys	891.72	
Fraternal Delegates	177.89	
American Council on Education	100.00	
*Publishing and Mailing QUARTERLY	3,985.44	
1936 Meeting	1,023.67	
1938 Meeting	147.43	
Commission on Secondary Schools	6,107.75	
Commission on Curricular Studies and Research	5,374.22	
Total Expenditures		$ 30,148.73
Balance in Bank		398.30
Total Expenditures and Balance in Bank		$ 30,547.03

On hand:

$5,000 U. S. Treasury 3⅛ per cent Bonds.
$3,000 U. S. Treasury 3 per cent Bonds.

We hereby certify that we have audited the budget expenditures of the Southern Association of Colleges and Secondary Schools for the period from March 4, 1937, to March 21, 1938, and that the above statement, according to the books and records, and according to an audit of the budget expenditures of the Southern Association prepared by W. M. Franklin, C. P. A. for the period from December 1, 1936, to March 3, 1937, presents a true statement of the budget expenditures for the period specified.

George E. Dombhart & Company
Certified Public Accountants

Respectfully submitted,
SHELTON PHELPS,
Secretary-Treasurer.

* As of date March 21, 1938. As of April 1, including the five issues of 1937-1938, the net amount was $4,798.85. (See p. 180.)—EDITOR.

APPOINTMENTS OF COMMITTEES

President Ives appointed the following committees:

NOMINATIONS

President Sam H. Whitley, East Texas State Teachers College
Professor M. R. Hinson, Florida State College for Women
Professor Holland Holton, Duke University
Dean P. A. Roy, Loyola University
President H. G. Noffsinger, Virginia Intermont College

RESOLUTIONS

President Theodore H. Jack, Randolph-Macon Woman's College
Associate Superintendent C. A. Brown, Birmingham Public Schools
Professor W. D. Hooper, University of Georgia
Superintendent H. B. Heidelberg, Clarksdale, Mississippi
Superintendent H. M. Ivy, Meridian, Mississippi

AUDITING

Headmaster Spencer J. McCallie, The McCallie School
President J. Thomas Davis, John Tarleton Agricultural College
Professor Joseph Roemer, George Peabody College for Teachers

REPORT TO BOARD OF PUBLICATIONS

There was appropriated in 1936 at the Richmond Meeting $5,600 for the QUARTERLY, for four issues. The Association then extended its meeting from the week of December 1, 1937, to April 1, 1938, bringing into the year five issues. The Executive Committee in November or December, 1937, therefore added $500 to be sure of caring for the fifth issue, making a total appropriation of $5,500.

Of the $5,500 appropriated, $4,896.25 was spent, but receipts from subscriptions and sale of reprints amounted to $97.40, making the net cost of the five issues, only $4,798.85 and leaving a balance of $701.15 of the appropriated $5,500.00.

I suggest the appropriation of $5,000 for the year 1938-39, together with receipts from subscriptions and sales, on the following basis:

(a)	Four issues as for preceding year	$ 4,000.00
(b)	Allowance for better editorial help	150.00
(c)	Allowance for letters to member institutions to gather certain types of news and articles (and editing of these by helpers)	75.00
(d)	Allowance for sample copies and other advertising to increase subscriptions	100.00
(e)	Filing equipment	100.00
(f)	Contingency fund to be spent only on specific approval of the Editorial Board agreeing unanimously	575.00
	Total, excluding receipts	$ 5,000.00

Item (a) represents the cost of the first four issues of the preceding year and would seem to be a fair estimate if we proceed on the same basis as last year.

Item (b) is asked because the present editor, or any other editor likely to be elected without salary, is not likely to have time to sift the news items that might be collected of interest to Association members. He can initiate the collection of various kinds of news but he simply cannot assemble it, and an office girl at forty cents per hour cannot be expected to do it. If the present editor is reelected and this appropriation is made, he expects to employ an available person who has her degree in journalism and has had newspaper experience to do this work at about fifty cents an hour for her spare time. She is a responsible person, capable of getting theses and other studies worth abstracting from various Southern universities and abstracting them, as was originally contemplated by the Association Committee on Publications. If we can develop this type of material, the Editorial Committee may well decide it worth while to take another hundred dollars from the contingency fund to work out other similar departments for THE QUARTERLY; but we should do as we did this year, feel our way and spend no more than we think we can justify.

Item (c) depends to a certain extent on Item (b). If the editor can delegate the getting out of a form letter every six weeks or two months to member institutions asking for specific news of their activities, it will not only be good advertising for THE QUARTERLY but also have the good effect of making more of the Association members feel that the Association is continuously interested in them.

Item (d) acts on the assumption that we may build a magazine of sufficient interest to pick up as many as three or four hundred outside subscribers within the next twelve months. I believe it worth trying.

Item (e) arises from the fact that, since clerical expenses ran a bit higher than I had expected, I have been using my own office files, and these may become too crowded pretty soon.

Item (f) is intended to give the Board of Publication, acting through the Editorial Committee (President and Secretary of the Association with the Editor), a moderate amount of money to meet unforeseen problems or contingent needs without having to go back to the Executive Committee each time a worthwhile expenditure arises.

I suggest that the notice printed on top of page 154 of the Proceedings number for 1936 (February, 1937) be changed to provide that the sum of $2.50 be set aside from each membership fee for a secondary school for one subscription to THE QUARTERLY, $5.00 from each junior college and non-member school (if the non-member list is continued) for two subscriptions, and $7.50 from each membership fee for a senior college for three subscriptions.

Respectfully submitted,
HOLLAND HOLTON, *Editor*, 1937-38.

REPORT OF THE EXECUTIVE COMMITTEE

Approval was given by the Association to the report of the Executive Committee recommending endorsement of the following actions taken by the Commission on Institutions of Higher Education.

(a) Admit to membership:

SENIOR COLLEGES

Columbia College, Columbia, South Carolina
Nazareth College, Louisville, Kentucky
State Teachers College, Livingston, Alabama

JUNIOR COLLEGES

Young Harris College, Young Harris, Georgia

(b) Remove the following colleges from probation:

SENIOR COLLEGES

Alabama Polytechnic Institute, Auburn, Alabama
Lenoir Rhyne College, Hickory, North Carolina
Louisiana State Normal, Natchitoches, Louisiana
Mississippi Woman's College, Hattiesburg, Mississippi
Southwestern University, Georgetown, Texas
State Teachers College, Florence, Alabama
State Teachers College, Jacksonville, Alabama
State Teachers College, Troy, Alabama

JUNIOR COLLEGES

Lon Morris College, Jacksonville, Texas

(c) Place on probation the following colleges:

SENIOR COLLEGES

Brenau College, Gainesville, Georgia
Bridgewater College, Bridgewater, Virginia
Erskine College, Due West, South Carolina
Florida Southern College, Lakeland, Florida
Louisiana Polytechnic Institute, Ruston, Louisiana
Lynchburg College, Lynchburg, Virginia
Spring Hill College, Spring Hill, Alabama

(d) Continue on probation the following colleges:

SENIOR COLLEGES

Huntingdon College, Montgomery, Alabama
Louisiana College, Pineville, Louisiana
Trinity University, Waxahachie, Texas
Wesleyan College, Macon, Georgia

JUNIOR COLLEGES

Andrew College, Cuthbert, Georgia
Pearl River College, Poplarville, Mississippi
Whitworth College, Brookhaven, Mississippi

(e) That the following be elected to membership on the Commission on Institutions of Higher Education:

COLLEGE MEMBERS

Class of 1941 *

President Theodore H. Jack, Randolph-Macon Woman's College
President C. C. Sherrod, State Teachers College, Johnson City, Tennessee
Dean Paul P. Boyd, University of Kentucky
President L. H. Hubbard, Texas State College for Women
Chancellor A. B. Butts, University of Mississippi
President W. S. Allen, John B. Stetson University
Dean T. J. Wilson, Jr., University of North Carolina
President J. T. Davis, John Tarleton Agricultural College

* Terms to expire at close of annual meeting for 1940-1941.

President W. J. McConnell, North Texas State Teachers College
Registrar Howard McGinnis, East Carolina Teachers College

SCHOOL MEMBERS

Class of 1941

Principal W. A. James, Galveston, Texas
President C. R. Endsley, Sweetwater, Tennessee
Superintendent A. C. Flora, Columbia, South Carolina
Principal E. K. Smith, Ashland, Kentucky
Assistant Superintendent H. Reid Hunter, Atlanta, Georgia

Class of 1940

Dean Fred C. Frye, Louisiana State University, *vice* President E. L. Stephens, withdrawn from Southwestern Louisiana Institute.
Dean H. E. Jenkins, Tyler Junior College, *vice* President J. L. Skinner, withdrawn from Junior College of Augusta

Class of 1939

President Rufus C. Harris, Tulane University, *vice* Dean E. A. Bechtel of Tulane University, retired
Professor W. H. Faulkner, University of Virginia, *vice* President J. L. Newcomb of the University of Virginia, resigned

COMMISSION ON SECONDARY SCHOOLS

On recommendation of the Executive Committee, approval was given to the accreditment of 1,187 member secondary schools. The list is given on pages 132 to 167 of THE QUARTERLY and will show thirty-three schools dropped from last year's list and thirty-nine new ones added.

COMMISSION ON CURRICULAR STUDIES AND RESEARCH

On recommendation of the Executive Committee, the Association voted approval of the election of new members to the Commission. These names are found on page 290 of THE QUARTERLY.

APPROVED LIST OF COLLEGES AND SCHOOLS FOR NEGRO YOUTH

The Executive Committee voted to grant the institutions listed below the several ratings indicated. By vote of the Association, the following were continued as the Committee on Negro Colleges and Schools: H. M. Ivy, Superintendent of Schools, Meridian, Mississippi, Chairman; J. H. Highsmith, Director of Division of Instruction, State of North Carolina; T. H. Jack, President of Randolph-Macon Woman's College, Lynchburg, Virginia; with Fred McCuistion, 517 Cotton States Building, Nashville, Tennessee, Executive Agent.

APPROVED NEGRO COLLEGES

Standard Four-Year Colleges—Class "A"

Institutions in this class meet in full the standards set up by the Association for four-year colleges.

	Year Accredited Class "A"	Class "B"
Fisk University, Nashville, Tenn.	1930	
Talladega College, Talladega, Ala.	1931	1930
Atlanta University, Atlanta, Ga.	1932	
Morehouse College, Atlanta, Ga.	1932	1930
Spelman College, Atlanta, Ga.	1932	1930
Hampton Institute, Hampton, Virginia	1932	1931
Tuskegee N. & I. Institute, Tuskegee, Alabama	1933	1931
Johnson C. Smith University, Charlotte, N. C.	1933	1930
Virginia State College for Negroes, Petersburg, Va.	1933	1930
Wiley College, Marshall, Texas	1933	1931
Prairie View State N. & I. College, Prairie View, Texas	1934	1932
Florida A. & M. College, Tallahassee, Fla.	1935	1931
Bennett College for Women, Greensboro, N. C.	1935	1931
Virginia Union University, Richmond, Va.	1935	1930
Louisville Municipal College for Negroes, Louisville, Ky.	1936	1932
The A. & T. College of North Carolina, Greensboro, N. C.	1936	1932
Xavier University, New Orleans, Louisiana	1938	1931
Southern University, Baton Rouge, La.	1938	1932
North Carolina College for Negroes, Durham, N. C.	1938	1931
Dillard University, New Orleans, La.	1938	1936

Standard Two-Year Junior Colleges—Class "A"

The Fort Valley N. & I. School, Fort Valley, Ga.	1934	1933
Barber-Scotia Junior College, Concord, N. C.	1934	1933
State A. & M. Institute, Normal, Ala.	1935	1933
Mary Allen Junior College, Crockett, Texas	1936	1931

Standard Four-Year Colleges—Class "B"

Institutions in this class do not yet meet in full one or more of the standards set up by the Association for four-year colleges, but the general quality of their work is such as to warrant the admission of their graduates to any institution requiring the bachelor's degree for entrance.

	Year Accredited Class "B"
Clark University, Atlanta, Ga.	1931
Paine College, Augusta, Ga.	1931
Kentucky State Industrial College, Frankfort, Ky.	1931
Tougaloo College, Tougaloo, Miss.	1932
State A. & M. College, Orangeburg, S. C.	1932
Knoxville College, Knoxville, Tennessee	1931
LeMoyne College, Memphis, Tenn.	1932
Bishop College, Marshall, Texas	1931
Morris Brown College, Atlanta, Ga.	1933
Saint Augustine's College, Raleigh, N. C.	1933
Shaw University, Raleigh, N. C.	1933

Tillotson College, Austin, Texas	1933
Samuel Houston College, Austin, Texas	1934
Texas College, Tyler, Texas	1934
The State Teachers College, Montgomery, Ala.	1935
Lane College, Jackson, Tenn.	1935
Livingstone College, Salisbury, N. C.	1931
Benedict College, Columbia, S. C.	1936

Standard Two-Year Junior Colleges—Class "B"

The Houston Colored Junior College, Houston, Texas	1931
Florida N. & I. Institute, St. Augustine, Fla.	1933
Bethune-Cookman College, Daytona Beach, Fla.	1931
Stillman Institute, Tuscaloosa, Alabama	1938

APPROVED NEGRO SECONDARY HIGH SCHOOLS

ALABAMA:

Drewry Practice School, Talladega
Margaret Barber Seminary, Anniston
Mobile County Training School, Plateau
Snow Hill High School, Snow Hill
State A. & M. Institute, High School Department, Normal
State Teachers College, High School Department, Montgomery
Stillman Institute High School, Tuscaloosa
Trinity High School, Athens
Tuskegee N. & I. Institute, High School Department, Tuskegee

FLORIDA:

Booker T. Washington High School, Miami
Florida A. & M. College, High School Department, Tallahassee
Edward Waters College, High School Department, Jacksonville

GEORGIA:

Athens High & Industrial School, Athens
Atlanta University Laboratory High School, Atlanta
Ballard Normal High School, Macon
Booker T. Washington High School, Atlanta
Center High School, Waycross
Dorchester Academy, McIntosh
Douglass High School, Thomasville
Fort Valley N. & I. School, High School Department, Fort Valley
Georgia N. & A. College, High School Department, Albany
Paine College, High School Department, Augusta
Risley High School, Brunswick
State Teachers and Agricultural College, High School Department, Forsyth
W. H. Spencer High School, Columbus

KENTUCKY:

Attucks High School, Hopkinsville
Central Colored High School, Louisville
Ed Davis High School, Georgetown
John G. Fee Industrial High School, Maysville
Lincoln High School, Paducah

Lincoln-Shelbyville High School, Lincoln Ridge
Mayo-Underwood High School, Frankfort
Oliver Street High School, Winchester
Paul Lawrence Dunbar High School, Lexington
Western City High School, Paris
Western Junior-Senior High School, Owensboro
William Grant High School, Covington

LOUISIANA:

Gilbert Academy, New Orleans
Southern University, High School Department, Scotlandville
Xavier University, High School Department, New Orleans

MISSISSIPPI:

Alcorn A. & M. College, High School Department, Alcorn
Southern Christian Institute, High School Department, Edwards
Tougaloo College, High School Department, Tougaloo

NORTH CAROLINA:

Atkins High School, Winston-Salem
Booker T. Washington High School, Rocky Mount
Dillard High School, Goldsboro
E. E. Smith High School, Fayetteville
Hillside Park High School, Durham
Immanuel Lutheran High School Department, Greensboro
James B. Dudley High School, Greensboro
Joseph Charles Price High School, Salisbury
Lincoln Academy, Kings Mountain
Mary Potter High School, Oxford
Palmer Memorial Institute, Sedalia
Second Ward High School, Charlotte
Stephens-Lee High School, Asheville
Washington High School, Reidsville
William Penn High School, High Point
Williston Industrial High School, Wilmington

SOUTH CAROLINA:

Avery Institute, Charleston
Booker Washington High School, Columbia
Finley High School, Chester
Mather Academy, Camden
Voorhees N. & I. School, Denmark

TENNESSEE:

Austin High School, Knoxville
Holloway High School, Murfreesboro
Howard High School, Chattanooga
Morristown N. & I. School, High School Department, Morristown
Swift Memorial Junior College, High School Department, Rogersville

TEXAS:

A. J. Moore High School, Waco
Anderson High School, Austin

Booker T. Washington High School, Houston
Booker T. Washington High School, Wichita Falls
Charlton-Pollard High School, Beaumont
Central High School, Galveston
Central High School, Jefferson
Central High School, Marshall
I. M. Terrell High School, Fort Worth
Jack Yates High School, Houston
Phyllis Wheatley High School, Houston
Phyllis Wheatley High School, San Antonio

VIRGINIA:

Armstrong High School, Richmond
Booker T. Washington High School, Norfolk
Christianburg Industrial Institute, Cambria
Dunbar High School, Lynchburg
George P. Phenix Training School, Hampton
Huntington High School, Newport News
Ingleside-Fee Memorial Institute, Burkeville
Peabody High School, Petersburg

SUMMARY OF COLLEGES

	Applying	Recommended	Continued	Warned	Dropped	Previously Rated	Total
4-Year Class A	11	4	2	3	0	16	20
4-Year Class B	4	0	18	0	1	23	18
2-Year Class A	0	0	4	0	0	4	4
2-Year Class B	3	1	3	0	0	3	4

SUMMARY OF HIGH SCHOOLS

High Schools	15	9	80	0	5	85	89

The Executive Committee reported on the work of the Committee on Negro Schools. There is a minimum of five years of work left by way of development. The subsidy from the General Education Board and the Rosenwald Foundation expires this year, December 31. There are nine months left. The Committee on the Approval of Negro Schools has attempted to guide somewhat the development of Negro education, trying to develop a group of similar institutions in centers of Negro population which could give education of a functional type, meeting the needs of those Negroes first. The next step is to develop in Negro education in the South offerings in graduate work. At the present time there are six Negro colleges doing graduate work. There is no Negro school doing graduate work in agriculture.

The Committee on Approval of Negro Schools recommended:

1. That a Committee on approval of Negro Schools be continued;
2. That the present State Committee continue to inspect and recommend Negro Secondary Schools, and that the State Committees recommend Negro Colleges for inspection by an agent of the Committee on Approval of Negro Schools;

3. That inspection of Negro colleges be done by
   a. Loan of services of Mr. McCuistion; or,
   b. Part time employment of some other agent;
4. The following budget would be needed to carry on the work of the Committee:

Salary and travel of inspection agent	$ 2,000.00
Office expense (Secretary, supplies, etc.)	1,500.00
Travel expense of Committee	500.00
	$ 4,000.00

5. Possible sources of income:

Negro Schools	$ 1,500.00
Education Foundation	2,000.00
Southern Association (Committee travel)	500.00
	$ 4,000.00

ADDRESSES

During the remainder of the program for Thursday morning the Association heard a discussion of The Coöperative Study of Secondary School Standards by Dr. Walter Crosby Eells and an address on "The Principles and Procedures in Accrediting Schools and Colleges" by Dr. George F. Zook, President of the American Council on Education. Addresses will be published in the August issue of THE QUARTERLY.

THURSDAY AFTERNOON SESSION

President Ives opened the afternoon session at 2:00 o'clock. Dr. Louis W. Webb, Professor of Education at Northwestern University, brought greetings from the North Central Association, and Dean Herbert E. Hawkes of Columbia University, New York City, brought greetings from the Middle States Association. Following these reports of fraternal delegates Dr. Thomas H. Briggs, Professor of Education, Teachers College, Columbia University, addressed the Association on "Articulation of the Secondary School and College," and Dr. Harl Douglass, Head of the Department of Education, The University of North Carolina, discussed "Teacher-Education as an All-University Function." These addresses will also be published in the August issue of THE QUARTERLY.

THURSDAY EVENING

ANNUAL DINNER

With Vice President Thomas H. Napier of the Association presiding, the evening session was opened with delightful music furnished by the Southern Methodist University Glee Club. The presidential address of Dr. Ives is given below as a part of these minutes. President Ives was followed in an address by the Reverend Matthew Arnold of Cleburne, Texas, whose address will be published in the August issue of THE QUARTERLY.

SOME EVIDENCES OF PROGRESS IN THE SOUTHERN ASSOCIATION

By C. A. Ives, *President of the Association*

The South is generally accepted as the most conservative section of our common country. It is supposed to have a pride of ancestry and tradition, strong for many generations but now mellowed somewhat.

The East has been particularly tenacious of belief and custom, but its conservatism has been combated by three important factors: the growth of industrial centers, the influx of new people immigrating to America, and visits to our country by important people from abroad. The educational traditions of that section, particularly in its great institutions, have been maintained beyond what is true in other departments. However, on the whole the East is not as conservative as the South. The three factors mentioned have had less opportunity to mold our section. We have a smaller proportion of foreign immigrants, fewer industrial centers, are visited less often by leaders of culture and opinion from abroad, and have a certain persistence in the preservation of custom and tradition.

Another factor in our educational development should not be overlooked. The more important national conferences on Education naturally assemble in the thickly populated sections of the North. Our school and college people have to travel farther, spend more money, and consume more time in attending such meetings. They have not had, therefore, equal opportunity to participate in the stimulation from fresh thought by national leaders in education. This is a condition not likely to be changed greatly, and on that account, if for no other, this association has a greater need and responsibility than any other of like kind to assume a broader function in educational leadership than is compassed in the function of deciding what is a good school or a good college and investing each with our accolade.

We ought to do that function with great sincerity, vigor, and sympathy, but we ought to have presented here each year phases of the multiple problems of education, so that we shall have to some extent, at least, a function that we may think of as constructive, as creative. You will find, I believe, that this is not being overlooked in the rather rich and varied programs being offered here in this Dallas meeting.

But again, is the Southern Association conservative?

Well, if you take the long view, you doubtless conclude that we are not altogether bound up in a complacent conservatism. There have been some vast changes in our Association in the last two decades.

1. Before 1912 neither high schools nor high school supervisors were members of the Association. In that year they were taken into partnership and the most of us are heartily glad of that.

2. Before 1922 technical schools and agricultural and mechanical colleges were outside our consideration. In that year Alabama Polytechnic Institute at Auburn was accepted to membership.

3. Before 1923 teachers colleges were not members. In that year the Texas State College for Women at Denton was admitted, and in 1925 the East Texas State Teachers College at Commerce was admitted. This is the first institution received in which the title "teachers" clearly marked the function.

It is safe to say that while there have been some misgivings, few thoughtful people would now question the wisdom of accepting such institutions as belonging to higher education. Society wants trained workers and leaders in every field, and surely such are needed to do the teaching function. Is there danger of scholarship being

too thin? Yes, perhaps; just as there is danger otherwise that our school men may be crude workers. We want a fusion of scholarship and professional training, and no part of our common enterprise can look askance at the other.

4. It was in 1925, too, that our association discovered junior colleges. In that year Ward-Belmont, Nashville, Tennessee, and Virginia Intermont College, Bristol, Virginia, were made members.

5. In 1922 I made a study of the entrance requirements among the colleges of the Southern Association, the New England Association, and of the North Central Association. I found the greatest prescription in the South and least in the North Central Association. At the present time colleges are not so cocksure what units the student should bring from high school. They are more interested in his general ability than in his particular studies. In the case of public institutions it is coming to be the custom to accept for appropriate curricula on certificate of high school graduation. None of our colleges was doing that in 1922.

6. Two years ago we made educational history for the whole country by adopting Section 1 of Article II of our present constitution. Section 1 is as follows,

> The members of this Association shall consist of three classes: first, institutions of higher education; second, secondary schools; and third, state departments of education.

State departments of education are administering secondary schools and colleges. They have to deal with the policies we set up. It seems only logical that they should have full opportunity to know the grounds for our policies, and to participate in the discussions and final decisions on policies. They know education, they know the field, and they know prospects as to finances. Neither nature nor experience has revealed these things to school or college people alone. We are gratified that a state superintendent is at present a member of our executive committee. The educator and the administrator will now educate each other.

7. In 1935, after free and frank discussion, the Southern Association adopted a new constitution which, among other things, increased the personnel on the commissions, provided for a certain flow of personnel on the commission, and created the Commission on Curricular Problems and Research. It is safe to say that these changes are accepted as enhancing the usefulness of the Association.

8. Another evidence of liberality of thought in our Association was the action last year by which the special interests of private secondary schools are being considered. A few years ago we would have had closed minds on the question raised.

The few evidences we have presented are, we think, enough to show that our section is not hopelessly deterministic, self-satisfied, and complacent. We cannot be charged with having closed minds.

We might conclude this brief review of the evolution of the Southern Association during the last decade and a half by appropriating to our case the words of Pericles in his oration on the heroes that had died in the war with Sparta, which was then in progress:

> "But we shall be admired both by present and future generations as having exhibited our power with great proofs, and by no means without evidence; and as having no further need, either of Homer to praise us or any one else who might charm for the moment by his verses."

Now, having admitted our bravery and hospitality to new idea, let us say something about what some of us consider an important problem for our Association to consider—our inspection and appraisal policies and procedures. We have set up

arbitrary and fixed standards out of our best thinking as to what a good school or college is. In the nature of the case we are not downright assured that our standards are right. As to colleges, who knows clearly what endowment our institutions ought to have? Colleges vary so in their purposes, conditions, and form of financing. Sometimes an institution is accepted for membership one year and is placed on probation the next. This would indicate a lack of all needed information, in the first instance, or a disposition to be more exacting the second year.

I am of the opinion we can profit by the studies and the experience of the North Central Association, which has been carrying on an intensive study of these problems during the last five or six years. That Association in organization and function is most like ours. It has devised a check list of some eighty items from which a searching analysis of the institutions can be made. By use of a profile sheet the real situation in all categories can be shown graphically and by combining all of the data from many or all of the institutions a master profile sheet reveals the norm in all categories. This plan seems to escape the necessity of trying to set up arbitrary and fixed standards. Any percentile rank on the master profile sheet can be used. This gives a real, a living, and, from year to year, a flexible set of standards. Furthermore, such a plan sets before each institution in a comparative way its good and weak points. This fact gives it a target to shoot at. Like the golfer, it has a score to beat.

I, therefore, favor provision for a special committee of, say, five on policies and procedures to report a year hence.

FRIDAY MORNING, APRIL 1

President Ives called the Assembly together at 9:00 a.m. on Friday morning. Following addresses by President T. O. Walton, Texas Agricultural and Mechanical College, on "The Function of Higher Education in America," and Dean Herbert E. Hawkes of Columbia University on "The Individual Goes to College," a business session was held.

Chancellor O. C. Carmichael of Vanderbilt University, Chairman of the Commission on Institutions of Higher Education, reported on the activities of the Commission on Institutions of Higher Education as follows:

REPORT FROM COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

It is impossible in the few minutes allotted to this report to give any adequate idea of the vast amount of work performed by the Commission on Institutions of Higher Education during the past year. It has had full reports from forty-nine colleges and supplementary reports from many others. The Committees on Standards, New Members, Non-Members, Triennial Reports, and Junior Colleges command the services of all members of the Commission, not only during the several days of the annual meeting, but to some extent throughout the year. The final results of this work are embodied in the report of the Executive Committee. This statement is merely to call attention to special phases of the work of the Commission which will be of interest.

For some years there has been confusion as to the exact functions of the various committees of the Commission and their relation to the Executive Council. In order to clarify the matter an outline of the duties and responsibilities of the several Committees has been prepared by the Commission, approved, and will be published

in THE QUARTERLY at an early date for the information of the members of this Association. It is felt that this outline will serve to indicate the plan of organization on which the Commission works, and about which many questions arise each year.

Another important phase of this year's activities is the work of the Committee on Standards, the report of which has been approved by the Commission, and it is hoped will be printed in THE QUARTERLY for the information of all members of the Association, to be acted upon at the next annual meeting. In order to understand the basis for the proposed new standards, it is necessary to give something of the background of the studies out of which they have evolved.

The Committee had before it the triennial reports of the past ten years and the benefit of the experience of the one who served as chairman of the Committee during that period. In addition, a vast amount of information from the North Central Association was at hand. To indicate how fully the experience of that Association has been drawn upon it will be of interest to suggest briefly the close relationship which has been maintained by the Commission with the North Central Committee.

The Executive Secretary has attended all the meetings of the North Central Association since its effort at the revision of Standards began some five years ago. In 1936 profile maps were made by the North Central Association Committee of six institutions that were applying that year for admission to this Association. At that time the Commission did not have all the information with which to make the charts, and the North Central Association Committee very generously came to the aid of our Committee. Two years ago the report forms used by this Commission were revised as the result of the study of the forms used by the neighboring Association, and now conform largely to them. Their eighty-one schedules have been used regularly in connection with the studies of the colleges applying for membership and those on probation. In the spring of 1937 the Executive Secretary of the Association accompanied one of their teams of inspectors on the study of two institutions in Arkansas. Through the courtesy of one of those institutions he secured a copy of their reports for comparison with the reports of the Committee on Special Study of this Association. In the past five years this Commission has been making special studies of institutions similar to those made by the North Central Association. Twenty-eight such studies or surveys have been made. Sixteen such studies have been authorized for the coming year.

In view of the importance of the work of the North Central Association in the study of standards, which was made possible through a large grant from one of the foundations, it has seemed appropriate to indicate the extent to which this Commission has made use of their findings and their experience.

It is important to remember that the Committee which formulated the standards submitted for your consideration had the benefit of the reports from the North Central Association study, as well as the reports from the colleges belonging to this Association.

It will be of interest to the members of this Association to know that a Committee of four representatives of junior colleges has been appointed to coöperate with the Standards Committee in the study of the problem of standards for the junior colleges. In view of the increasing number of junior colleges in this area, it seemed particularly appropriate that this study be undertaken. For the first time this Commission has authorized special studies, or surveys, of junior colleges.

This report would not be complete without reference to the excellent work of the Executive Secretary during the year. In addition to serving all Committees of the Commission and as a clearing house for the Association, he has visited a total of fifty-one colleges since the last meeting of the Association. In the case of four of these institutions he participated in the special studies. A most valuable contribution

to the study of sixty-five colleges under review by the Triennial Reports Committee was a table which he prepared rating each of these institutions on such essential matters as library expenditures, expenditures per student, faculty salaries, training, etc. It made possible a comparative study of the institutions that proved most useful to the Committees concerned with the evaluation of their programs.

Reports of the activities of the Commission requiring action by the Association have been presented to the Executive Committee, and by that body to the Association.

President Shelton Phelps of Winthrop College, Secretary-Treasurer of the Southern Association, summed up the reports of the various committees before the Association, and these reports were approved.

The study of certification in connection with the Southern University Conference and the American Council on Education was approved by the Association.

The budget for the year 1938-1939 was approved by the Association.

BUDGET 1938-1939

ESTIMATED RECEIPTS:			
Annual Dues:			
Senior Colleges			$ 9,165.00
Junior Colleges			1,960.00
Non-member Colleges			1,040.00
Junior College applicants			650.00
Senior College applicants			455.00
Secondary Schools			11,870.00
State Departments of Education			50.00
Total Estimated Receipts			$ 25,190.00
Balance on hand			398.30
Resources from sale of bonds			3,000.00
			$ 28,588.30
ESTIMATED EXPENDITURES:			
Commission on Institutions of Higher Education			$ 9,700.00
Meeting Commission on Triennial Reports	$ 300.00		
Meeting Commission on Junior College Standards	200.00		
Contingent	500.00		
		$ 1,000.00	
Office of Executive Secretary:			
Salary Executive Secretary	$ 4,800.00		
Secretarial Expense	1,400.00		
Supplies	400.00		
Extra secretarial help	600.00		
Office Rent	300.00		
Travel	1,200.00		
		8,700.00	

Commission on Secondary Schools		$ 7,695.00
Printing annual report blanks	$ 150.00	
Stamps	60.00	
Express	60.00	
Certification of schools	150.00	
Secretarial hire	600.00	
Stationery for Secretary	50.00	
Telegrams, Telephone, and Tolls	25.00	
Convention Expenses	125.00	
Travel for Making Program	150.00	
Standing Committee on Standards	75.00	
Inspection of Secondary Schools in States of the Association	4,000.00	
Committee on Library	150.00	
National Committee on Coördination in Secondary Education	100.00	
National Coöperative Study of Secondary School Standards	1,000.00	
Substitute for College Freshman Grades Report	500.00	
Contingent or Special Fund	500.00	
Office of Secretary-Treasurer		790.00
Salary of Secretary	300.00	
Clerical Assistants	300.00	
Office Supplies	100.00	
Postage	40.00	
Bond for Treasurer	25.00	
Contingent	25.00	
Fraternal Delegates		200.00
Dues—American Council on Education		100.00
Publication of THE SOUTHERN ASSOCIATION QUARTERLY		5,000.00
President's Office		100.00
Conventions		1,200.00
Commission on Curricular Problems and Research		2,650.00
Research on Standards for State Depts	150.00	
General Expense	1,000.00	
Salary and Expenses of Part-time Supervisor	1,500.00	
Committee on Negro Schools		500.00
Contingent		653.30
Total Estimated Expenditures		$28,588.30

President Theodore H. Jack, Randolph-Macon Woman's College, read the report of the Committee on Resolutions.

COMMITTEE ON RESOLUTIONS

At the close of the forty-second annual meeting of the Southern Association of Colleges and Secondary Schools, your Committee would recommend that the thanks of the Association be expressed to all of those who have contributed to the success of the meeting. In particular should thanks be expressed to Honorable Wm. McCraw, Attorney-General of Texas, Dr. Walter C. Eells, President George F. Zook, Professor Thomas H. Briggs, Professor Harl Douglass, Dr. Matthew Arnold, Dean

H. E. Hawks, Professor Ralph W. Tyler, Director Richard Gummere, our visiting speakers, and to L. W. Webb, fraternal delegate from the North Central Association.

Our thanks are due also to those of our own number who have participated in the various programs of the meeting.

The local committee, under the chairmanship of J. Thomas Davis, has been untiring in its efforts to add to the comfort and pleasure of the delegates and visitors. The gracious courtesies of Miss Hockaday, and of the Southern Methodist University, have added greatly to our pleasure, as has the music presented by the students of the Booker T. Washington High School and the Southern Methodist University, by Mrs. Ruth Rutherford and Miss Mary Becker of the Hockaday School, and by Messrs. Wheeler and Hord, and Miss Comstock of Southern Methodist University.

Our thanks are extended also to the management of the Adolphus Hotel, the press of the city, and especially to the Chamber of Commerce of Dallas.

The officers of the Association, the Commissions, and the various committees have added to our great obligation by their painstaking and arduous performance of their duties. This work can hardly be appreciated by those who have not served with them; but they perform the most vital work of the Association.

It has been a great pleasure for us to meet again in the great state of Texas and to experience afresh the gracious hospitality of its warm-hearted citizens.

Respectfully submitted,

C. A. Brown,
W. D. Hooper,
H. B. Heidelberg,
H. M. Ivy,
Theodore H. Jack, *Chairman.*

SURVEY COMMITTEE

The Executive Committee recommended to the Association the appointment of a survey committee of five persons, consisting of the incoming President, the Secretary, and the chairmen of the three Commissions, or a person designated by the chairman, which committee would serve the purpose of evaluating the work of the respective Commissions with reference to functioning and financing of the Association and report to the Executive Committee at the next meeting of the Association.

The Survey Committee was approved by the Association.

AUDITING COMMITTEE

Mr. Spencer McCallie, Chairman of the Auditing Committee, reported to the Association that the Committee had checked the records of the Treasurer, audit of which had previously been made by George E. Dombhart and Company, Certified Public Accountants, of Charlotte, North Carolina, and found them to have been handled efficiently and honestly.

ELECTION OF OFFICERS

The Nominating Committee, through its chairman, President Sam H. Whitley of East Texas State Teachers College, Commerce, Texas, submitted the following report which was adopted:

President Emeritus: Chancellor Emeritus James H. Kirkland, Vanderbilt University.

President: President H. L. Donovan, Eastern Kentucky State Teachers College.

First Vice President: Chancellor A. B. Butts, University of Mississippi.

Second Vice President: T. Q. Srygley, Assistant Superintendent Public Schools, Port Arthur, Texas.

Executive Committee: Professor S. B. Hathorn, Director of Instruction, Mississippi State College; Dean T. H. Napier, Alabama College.

On nomination of the Executive Committee, the Association reëlected Shelton Phelps Secretary-Treasurer.

The appreciation of the Association was expressed by President Ives to Dr. Holland Holton for his efficient services as editor of THE QUARTERLY.

President Ives introduced to the Association Mr. W. A. James of Galveston, Texas, who has the unique distinction of having served as principal of the same high school in one city for forty-two years.

President Ives appointed President Jack, Dr. Hooper, and President Guerry to escort President Donovan to the chair.

Dr. Jack, as Chairman of the Committee on Resolutions, moved that the Association by a rising vote express its deep appreciation to the retiring President, Dr. Ives, for his loyal, efficient, and devoted services during his term of office.

The meeting adjourned.

At the meeting of the new Executive Committee held immediately after adjournment, invitations for the next meeting were presented from Atlanta, Augusta, Birmingham, Chattanooga, Hollywood Beach, Jackson, Jacksonville, Louisville, Memphis, Miami, and New Orleans.

The Executive Committee voted to hold the forty-third annual meeting in Memphis, Tennessee, March 27-31, 1939. The Peabody has been chosen as the headquarters hotel.

The Commission on Secondary Schools

Organized in April, 1912

The Commission on Secondary Schools was created by the Association of Colleges and Secondary Schools of the Southern States in annual session at Tuscaloosa, Alabama, November, 1911. It was organized at Nashville, Tennessee, April, 1912, with Joseph S. Stewart, Chairman, and Bert E. Young, Secretary. Its first annual meeting was held at Spartanburg, South Carolina, November, 1912. A complete list of the officers and meeting-places appears on page 62 of the SOUTHERN ASSOCIATION QUARTERLY for February, 1937. The meetings and officers since 1926 have been as follows:

1927—Jacksonville, Florida. J. A. Lyon, Chairman; Joseph Roemer, Secretary.

1928—Fort Worth, Texas. J. A. Stoddard, Chairman; Joseph Roemer, Secretary.

1929—Lexington, Kentucky. E. J. Mathews, Chairman; Joseph Roemer, Secretary.

1930—Atlanta, Georgia. J. C. Harwood, Chairman; Joseph Roemer, Secretary.

1931—Montgomery, Alabama. M. E. Ligon, Chairman; Joseph Roemer, Secretary.

1932—New Orleans, Louisiana. J. Henry Highsmith, Chairman; Joseph Roemer, Executive Secretary.

1933—Nashville, Tennessee. W. A. Bass, Chairman; Joseph Roemer, Executive Secretary.

1934—Atlanta, Georgia. M. R. Hinson, Chairman; Joseph Roemer, Executive Secretary.

1935—Louisville, Kentucky. S. B. Hathorn, Chairman; Joseph Roemer, Executive Secretary.

1936—Richmond, Virginia. W. R. Smithey, Chairman; F. C. Jenkins, Executive Secretary.

1937—Dallas, Texas. Edward Conradi, Chairman; F. C. Jenkins, Executive Secretary.

OFFICERS 1938-39

Chairman: T. J. Dempsey, State School Supervisor, State Department of Education, Atlanta, Georgia

Vice Chairman: Dr. Edward Conradi, President, Florida State College for Women, Tallahassee, Florida

Executive Secretary: Dr. Frank C. Jenkins, Coördinator, Coöperative Study Between Secondary Schools and Colleges, Jackson, Mississippi

MEMBERS*

ALABAMA

W. L. Spencer, Chairman, Director of Secondary Education, State Department of Education, Montgomery (1939)
W. D. Agnew, President, Huntingdon College, Montgomery (1938)
L. H. Baer, Marion Institute, Marion (1939)
James A. Davis, Principal, Bessemer High School, Bessemer (1940)
Herman Watson, Principal, DeKalb County High School, Fort Payne (1939)
Gladstone Yeuell, Professor of Secondary Education, University of Alabama, Tuscaloosa (1938)

FLORIDA

W. W. Little, Chairman, Professor of Secondary Education, University of Florida, Gainesville (1939)
Edward Conradi, President, Florida State College for Women, Tallahassee (1938)
M. W. Carothers, State Director of Instruction, State Department of Education, Tallahassee (1939)
Vivian Gaither, Principal, Hillsborough High School, Tampa (1938)
Father Jerome, O. S. B., St. Leo Abbey, St. Leo (1938)
W. R. Thomas, Principal, Senior High School, Miami (1938)

GEORGIA

J. Harold Saxon, Chairman, State High School Inspector, University of Georgia, Athens (1940)
T. J. Dempsey, Jr., State High School Supervisor and Director of State School Supervision, State Department of Education, State Capitol, Atlanta (1939)
Mark A. Smith, Superintendent of Robert E. Lee Institute, Thomaston (1940)
W. W. Stancil, Superintendent of City Schools, Fitzgerald (1940)
J. G. Stipe, Registrar, Emory University, Atlanta (1939)
J. C. Woodward, Superintendent, Georgia Military Academy, College Park (1939)

KENTUCKY

M. E. Ligon, Chairman, Professor of Secondary Education, University of Kentucky, Lexington (1940)
J. L. Cobb, Newport High School, Newport (1940)
Mark Godman, State Supervisor of High Schools, State Department of Education, Frankfort (1939)

* The date after each name indicates date of expiration of member's term. "1938" means the year ending with the annual meeting for the current year (1938-1939); and similarly, the other dates.

T. A. Hendricks, Dean, Berea College, Berea (1940)
W. S. Milburn, Principal, Male High School, Louisville (1938)
C. M. Shutt, Berea Academy, Berea (1939)

LOUISIANA

John E. Coxe, Chairman, State High School Supervisor, State Department of Education, Baton Rouge (1939)
J. M. Boyet, Principal, Vinton High School, Vinton (1940)
J. A. Lyon, Newcomb College, Tulane University, New Orleans (1939)
B. F. Mitchell, Professor of Secondary Education, Louisiana State University, Baton Rouge (1940)
Father Joseph C. Mulhern, S. J., Principal, Jesuit High School, New Orleans (1939)
I. C. Strickland, Mansfield High School, Mansfield (1940)

MISSISSIPPI

E. R. Jobe, Chairman, State High School Supervisor, State Department of Education, Jackson (1939)
J. E. Belka, Principal, Gulf Coast Military Academy, Gulfport (1939)
W. H. Braden, Superintendent, Natchez Public Schools, Natchez (1940)
S. B. Hathorn, Director of Instruction, Mississippi State College, State College (1939)
R. J. Koonce, Superintendent, Yazoo City Schools, Yazoo (1938)
O. A. Shaw, University of Mississippi, University (1938)

NORTH CAROLINA

J. Henry Highsmith, Chairman, Director, Division of Instructional Service, State Department of Education, Raleigh (1938)
Holland Holton, Professor of Education, Duke University, Durham (1939)
G. B. Phillips, University of North Carolina, Chapel Hill (1940)
P. A. Reid, Principal, Roanoke Rapids High School, Roanoke Rapids (1940)
J. H. Rose, Superintendent, Greenville City Schools, Greenville (1938)
T. O. Wright, Principal, Oak Ridge Institute, Oak Ridge (1939)

SOUTH CAROLINA

J. A. Stoddard, Chairman, Professor of Secondary Education, University of South Carolina, Columbia (1938)
W. E. Black, Superintendent, Greenwood City Schools, Greenwood (1940)
R. H. Coleman, College of Charleston, Charleston (1939)
Mary V. McBee, Ashley Hall, Charleston (1939)
W. D. Nixon, State High School Supervisor, State Department of Education, Columbia (1938)
M. B. Wilson, Principal, Spartanburg High School, Spartanburg (1938)

TENNESSEE

R. R. Vance, Chairman, State High School Supervisor, State Department of Education, Nashville, Tennessee (1938)
Ernest C. Ball, Superintendent, Memphis City Schools, Memphis (1939)
S. J. McCallie, Headmaster, The McCallie School, Chattanooga (1939)
P. L. Palmer, Professor of Secondary Education, University of Chattanooga, Chattanooga (1940)
Sue M. Powers, Superintendent, Shelby County Schools, Memphis (1938)
R. F. Thomason, Registrar, University of Tennessee, Knoxville (1938)

TEXAS

J. W. O'Banion, Chairman, Chief Supervisor of High Schools, State Department of Education, Austin (1938)
Ela Hockaday, Principal, Hockaday School for Girls, Dallas (1938)
E. N. Jones, Dean, Baylor University, Waco, Texas (1940)
E. J. Mathews, Registrar, University of Texas, Austin (1938)
T. Q. Srygley, Principal, Port Arthur High School, Port Arthur (1939)
Tirey Wilemon, Principal, Waxahachie High School, Waxahachie (1940)

VIRGINIA

W. R. Smithey, Chairman, Professor of Secondary Education, University of Virginia, Charlottesville (1938)
R. E. Blackwell, President, Randolph-Macon College, Ashland (1939)
A. B. Bristow, Principal, Matthew Fontaine Maury High School, Norfolk (1940)
J. L. B. Buck, Director of Instruction, State Department of Education, Richmond (1939)
H. I. Willett, Principal, Cradock School, Portsmouth (1938)
Roy W. Wonson, Superintendent, Staunton Military Academy, Staunton (1939)

MEMBERS-AT-LARGE

J. S. Agnew, Superintendent, Bennettsville School, Bennettsville, South Carolina (1938)
W. A. Bass, Superintendent, Nashville City Schools, Nashville, Tennessee (1940)
Laurie H. Battle, Superintendent, Douglas High School, Douglas, Georgia (1940)
A. M. Blackman, Superintendent, McCamey Schools, McCamey, Texas (1940)
T. D. Brooks, Dean, A. & M. College, College Station, Texas (1938)
R. E. Chaplain, Principal, Lafayette High School, Lafayette, Louisiana (1938)

A. B. Crawford, Principal, Bryan Station High School, Lexington, Kentucky (1938)
Paul Irvin, Professor of Secondary Education, Alabama Polytechnic Institute, Auburn (1940)
J. W. Moore, Superintendent, Winston-Salem Schools, Winston-Salem, North Carolina (1938)
J. D. Riddick, Principal, Jefferson Senior High School, Roanoke, Virginia (1938)
G. C. Roberts, Principal, Dunnellon High School, Dunnellon, Florida (1940)
J. M. Smyth, Superintendent, Canton City Schools, Canton, Mississippi (1940)

STANDING COMMITTEES

I. PROGRAM

T. J. Dempsey, Jr., Chairman; Edward Conradi, Frank C. Jenkins

II. STANDARDS

W. W. Little, Chairman; S. B. Hathorn, W. D. Nixon, Sue M. Powers, Father Jerome

III. PRINTED FORMS

Gladstone Yeuell, Chairman; M. W. Carothers, J. M. Boyet

IV. LIBRARY

J. H. Highsmith, Chairman; W. R. Smithey, S. J. McCallie, A. M. Blackman, E. R. Jobe

V. RESEARCH IN SECONDARY EDUCATION

M. E. Ligon, Chairman; H. I. Willett, Frank C. Jenkins

VI. CENTRAL REVIEWING COMMITTEE

One Year

Alabama, W. L. Spencer
Florida, W. W. Little
Georgia, T. J. Dempsey

Two Years

Kentucky, Mark Godman
Louisiana, J. Adair Lyon
Mississippi, E. R. Jobe
North Carolina, J. H. Highsmith

Three Years

South Carolina, W. D. Nixon
Tennessee, R. R. Vance
Texas, J. W. O'Banion
Virginia, J. L. B. Buck

VII. CENTRAL REVIEWING COMMITTEE FOR PRIVATE SECONDARY SCHOOLS

College Representatives

One Year

Florida, Edward Conradi
Texas, E. J. Mathews

Two Years

Georgia, J. G. Stipe
North Carolina, Holland Holton

Three Years

Alabama, W. D. Agnew

PRIVATE SCHOOL REPRESENTATIVES

One Year

Louisiana, Father Mulhern — South Carolina, Mary V. McBee

Two Years

Tennessee, Spencer McCallie — Virginia, Roy W. Wonson

MEMBERS AT LARGE

Three Years

Kentucky, M. E. Ligon — Mississippi, J. E. Belka

ROUTINE COMMITTEES

I. AUDITING

John E. Coxe, Chairman; J. W. O'Banion, J. E. Belka

II. APPEALS

J. A. Lyon, Chairman; B. L. Hassell, J. C. Woodward, H. B. Heidelberg, J. C. Harwood

III. BUDGET

R. R. Vance, Chairman; W. D. Nixon, T. Q. Srygley

IV. NOMINATIONS

J. A. Stoddard, Chairman; J. M. Smyth, M. W. Carothers, J. L. B. Buck, Father J. B. Bassich

SPECIAL COMMITTEES

I. COÖPERATIVE STUDY OF SECONDARY SCHOOL STANDARDS

J. H. Highsmith, Chairman; S. B. Hathorn, W. R. Smithey, M. E. Ligon, Joseph Roemer, Father Jerome, W. D. Nixon

II. COMMITTEE TO STUDY SUBSTITUTE FOR COLLEGE FRESHMAN GRADES

P. L. Palmer, Chairman; J. H. Rose, Paul Irvin, J. L. B. Buck, M. W. Carothers

Report of the Commission on Secondary Schools

By Frank C. Jenkins, *Secretary*

MEETING OF TUESDAY MORNING, MARCH 29, 1938

The twenty-sixth annual meeting of the Commission on Secondary Schools was called to order by the Chairman, Edward Conradi, President, Florida State College for Women, Tallahassee, at nine o'clock on March 29, 1938, in the ballroom of the Adolphus Hotel, Dallas, Texas.

The meeting was opened with musical selections by Mrs. Robert Quillen of Dallas, followed by a devotional conducted by Reverend Floyd Poe of the Westminister Presbyterian Church in Dallas.

READING OF THE MINUTES

A motion was made and prevailed that the reading of the minutes of the last meeting be dispensed with since they are found in the Southern Association Quarterly.

SPECIAL AND ROUTINE COMMITTEES

At this time the Chairman announced the appointment of the following routine committees:

I. AUDITING

John E. Coxe, Chairman; J. W. O'Banion, J. E. Belka

II. APPEALS

J. A. Lyon, Chairman; B. L. Hassell, J. C. Woodward, H. B. Heidelberg, J. C. Harwood

III. BUDGET

R. R. Vance, Chairman; W. D. Nixon, T. Q. Srygley

IV. NOMINATIONS

J. A. Stoddard, Chairman; J. M. Smyth, M. W. Carothers, J. L. B. Buck, Father J. B. Bassich, S. J.

He appointed, also, the following special committee to study the situation in Alabama and to nominate members of the Commission to fill the vacancies in the Alabama State Committee:

M. E. Ligon, Chairman; O. A. Shaw, J. A. Stoddard

MISCELLANEOUS

A unique feature of entertainment on the program was the interpretation of one of Joel Chandler Harris' Uncle Remus stories by Superintendent Harris of the Dallas County Schools.

REPORT ON COÖPERATIVE STUDY OF SECONDARY SCHOOL STANDARDS

Sam B. Hathorn, Dean, Mississippi State College, introduced Dr. Walter Crosby Eells, Coördinator, Coöperative Study of Secondary School Standards, Washington, D. C., who made an interesting and informative report on the Coöperative Study. In this comprehensive report, which lasted for more than an hour, he outlined, with the aid of slides, the steps in the organization of the Study, and reviewed the work of the Study with particular reference to the past two years. Many questions were asked and much interest shown in the scholarly presentation of this far-reaching study. (Dr. Eells' report will appear in the August issue of the QUARTERLY.)

REPORT OF THE STANDING COMMITTEE ON STANDARDS

Dean W. W. Little, University of Florida, Gainesville, on being asked for the report of the Committee on Standards, stated that there would be no report from this committee in view of the fact that interesting studies are in progress which will indicate desired changes in standards for secondary schools within a short time.

SPECIAL COMMITTEE

Dr. Ligon made the motion that a special committee be appointed to keep up with the report of the Coöperative Study of Secondary School Standards and study ways, means, and plans by which the results of this report may be implemented and made known to members of this Commission. The motion was carried. The following committee was appointed:

J. H. Highsmith, Chairman; S. B. Hathorn, W. R. Smithey, M. E. Ligon, Joseph Roemer, Father Jerome, W. D. Nixon

REPORT OF COMMITTEE ON LIBRARY

J. Henry Highsmith, Director of Instruction, State Department of Education, Raleigh, North Carolina, Chairman of the Library Committee, made the following report which was adopted:

This report does not discuss the Library Standards nor does it deal with other large problems affecting the library situation in secondary schools. The report is made simply to give certain facts about the extent to which library standards are being met, to give the number of persons taking library science courses in summer school and regular session, and to give the name of an institution whose library science department has been approved.

The Library Committee will meet on Wednesday evening, March 30, 1938, to consider general matters pertaining to the library situation and to confer with Miss Lois Shortess representing the Southeastern and Southwestern Library Associations.

I. A Summary Based on Library Summaries from States, 1937-38

States	Ala.	Fla.	Ga.	Ky.	La.	Miss.	N. C.	S. C.	Tenn.	Texas	Va.
Number of Schools	70	115	121	156	140	76	56	49	88	231	88
1. Meeting all requirements	36	94	56	85	64	53	31	24	58	109	48
2. Meeting book requirements	58	115	114	152	114	75	41	46	86	228	86
3. Creditable book collections	12	0	7	4	18	0	15	3	2	1	2
4. Notably deficient collections	0	0	0	0	8	1	1	0	0	2	0
5. Meeting magazine requirements	55	110	106	144	131	76	51	45	69	211	83
6. Notably deficient in magazines	0	5	15	3	9	0	3	2	19	20	5
7. Meeting appropriation requirements	46	107	110	117	119	67	45	45	71	192	78
8. Notably deficient appropriation	7	8	11	17	21	0	5	1	17	21	8
9. Meeting training requirement (librarian)	52	105	85	141	107	68	49	32	72	203	68
10. Partial training requirement	13	7	30	13	29	7	5	17	16	19	16
11. No library training	5	3	0	2	4	1	2	0	0	9	4
12. Adequate time in library	45	108	101	118	112	73	51	41	86	186	75
13. Partially meeting time requirement	25	7	21	36	28*	3	5	8	2	44	13
14. Schools with no librarian	0	0	0	2	0	0	0	0	0	0	0
15. Satisfactory library space and equipment	45	114	102	132	127	70	54	47	69	222	67
16. Instruction in use of library	61	113	115	151	133	74	49	48	88	217	88

17. Outstanding features: In one state the number of schools meeting all library requirements increased from 15 in 1935-36 to 38 in 1936-37, to 64 in 1937-38.

* Includes 12 full-time librarians who have study hall duty.

II. Students Enrolled in Summer School and Regular Session

School	Students Enrolled Summer School 1937	Regular Session 1937-38	Total
Alabama			
University of Alabama	44	29	73
Florida			
Florida Woman's College	14	14	28
Georgia			
Emory University	42	34	76
Woman's College	No Report		
University of Georgia	26	0	26
Kentucky			
Berea College	0	12	12
*University of Kentucky	81	30	111
Western Kentucky S. T. C.	41	23	64
Louisiana			
Louisiana State University	131	38	169
North Carolina			
University of North Carolina	88	36	124
South Carolina			
University of South Carolina	76	17	93
Winthrop College	60	23	83
Tennessee			
Peabody College	183	58	241
University of Tennessee	13	15	28
Texas			
Our Lady of the Lake College	34	28	62
State College for Women			
First term	52		
Second term	33		85
Virginia			
College of William and Mary	29	24	53
University of Virginia	No Report		
Total	947	381	1,328

* Full-time students. There were in all 123 persons taking one or more library courses the first term of summer school and 49 the second term, or a total of 172.

III. The Library Science Department of Winthrop College, Columbia, South Carolina, has been approved to offer 15-18 semester hours of library science.

J. Henry Highsmith, *Chairman.*

ANNOUNCEMENT

The Executive Secretary of the Commission requested state committees to meet at their earliest opportunity to select members for replacements of each state committee.

GREETINGS FROM FRATERNAL DELEGATE

After a brief introduction by Spencer McCallie, Dr. Richard Gummere, Director of Admissions, Harvard University, brought fraternal greetings to the Commission from the New England Association.

REPORT ON THE SOUTHERN ASSOCIATION QUARTERLY

Holland Holton, Chairman of the Department of Education, Duke University, presented the following report as Editor of the SOUTHERN ASSOCIATION QUARTERLY:

The QUARTERLY has weathered its first year and with it some difficulties that we trust will not trouble the Board of Publication, certainly in the same degree, again. I shall recount some of the difficulties, merely by way of explanation to those who may be interested.

In the first place, there was the problem of obtaining second-class mailing privileges, a very simple matter in theory and even in practice ordinarily. But in spite of the fact that the NORTH CENTRAL ASSOCIATION QUARTERLY and similar publications have been going through the mails for the past few years, the postal authorities were puzzled by the fact that the QUARTERLY was not being issued by a single institution such as Duke University or a state university and by the fact that the Southern Association was made up of institutional members instead of individual members. The regulations were clear as to "learned societies" and professional organizations; but was an "Association," comprised of institutional memberships, either a learned society or a professional organization or a labor union? The postal authorities pondered while the Board of Publication waited and postponed publication from January to February and then got from press March 10 with decision still pending but promised, provided the Association publish a full statement of its membership and a further statement that these members had subscribed enough to guarantee financial stability to the publication. In page-proof, therefore, with the approval of the Board of Publication, was inserted the statement on p. 154, the last page of the first number, as follows:

Official List of Member Institutions

The list of member institutions of higher education appearing in the Roll of Members, pages 4 to 8, and the list of member secondary schools, pages 94-128, inclusive, this issue of the QUARTERLY, include all members of the Association, the payment of whose dues as required by the Constitution of the Association has been acknowledged in full, *including the sum of $4.00 allocated by the Richmond meeting as full subscription price of the 1937 issues of the* QUARTERLY. In order to comply with postal regulations, member schools and all other members will hereafter use the following form in transmitting their annual dues:

> The ..... herewith transmits its annual membership dues of $..... in the Southern Association of Colleges and Secondary Schools for the year ....., of which $4.00 is for a year's subscription to THE SOUTHERN ASSOCIATION QUARTERLY.

The appearance of Volume I, Number 1, however, brought other problems that might have been foreseen but were not. In the first place, the rolls of members as cited on page 154 were taken as the initial mailing list. This meant that the copy of the QUARTERLY to which a member-college was entitled went to the president

of the college, whereas the registrar is the official who really uses the issue that contains official proceedings. Furthermore, librarians having heard that the new venture was to appear quarterly began to inquire why, with the much higher dues required of college members, college libraries were not on the mailing list. Finally, it appeared that many college presidents had efficient secretaries who used their discretion as to what second-class mail was worthy to reach the president's desk; and many instances the QUARTERLY was not deemed worthy. We had, accordingly, protests from registrars, coaxing requests from librarians, and innocent statements from presidents that they had never seen a copy of the QUARTERLY. The Duke University Press, which as a courtesy to the editor, had assumed responsibility for mailing without any cost whatever to the Association, except actual clerical and manual labor, was at first good-humored, then patient, and finally grimly polite, as it traced complaint after complaint only to find that the unreceived Volume I, Number 1, had been received but had not reached the right office or had not been recognized as the long-awaited "Proceedings" number. To add to the confusion, Secretary Guy E. Snavely of the Association resigned just as the first number of the QUARTERLY came from press, and Secretary Shelton Phelps, who had not only to start at the beginning but had to begin in the middle of things, succeeded him. Complaints, therefore, and suggestions frequently went first to Dr. Snavely's office in Birmingham, were then forwarded to his new office in New York, went then to Dr. Phelps at Rock Hill, South Carolina, and at last reached the editorial office in Durham. When Dr. Snavely realized what was happening he explained that he had for a number of years sent more than one copy of the Proceedings to member-colleges, in view of their much higher dues. The Editorial Committee, finally, asked the Board of Publication to permit the entry of president, registrar, and library of each senior college on the mailing list; and a letter went out explaining this fact and asking that each college verify the list and check upon whether the QUARTERLY was being received. Of course the purpose of sending to college libraries is the hope that the libraries will preserve the records of the Association and make them available in their local area. Two copies are sent to junior college members.

After we had the college-members of the Association straight as to what copies of the QUARTERLY they should receive or were receiving, the editor began to receive protests from the "List of Four-Year Non-Member Colleges" as published on page 48 of the 1937 volume that they had been receiving copies of the proceedings of the Association. Dr. Snavely wrote that this was correct; and it seems that these institutions, although listed as "non-members," do pay certain fees to the Association and should be on the mailing list.

Our next mailing-list problem came from the secondary institutions, whose dues entitle them to only one copy of the QUARTERLY. Obviously the principal of the high school is the official most likely to use the official proceedings of the Association, but the many high school principals who became active in the Association some years ago have become superintendents of their school systems and keep actively in touch with the Association. Many of them are listed in the official lists of the Association instead of the high school principal; in fact, reference to pages 94 to 128 of the "Proceedings" number for last year will show that the official head of each school is listed, not as principal, but as "principal or superintendent." In North Carolina, for instance, five of the seven high schools in the larger cities having Association membership list their principals as heads of the high school, but two list their superintendents. The QUARTERLY places on its mailing list whichever name appears in this official list; but we still receive letters from the other official stating that he has never received the QUARTERLY. In the cases of cities having three or more member high schools, the Editorial Committee has adopted the policy of sending

on request one extra copy of the QUARTERLY to the high school supervisor or superintendent.

It will be seen that the QUARTERLY has had trouble enough with its mailing list this first year not to bother about exchanges or complimentary copies. The Board of Publication can get around to minor details of this type at its leisure, but we do try to attend promptly to any complaints received from persons legitimately on the mailing list. We only hope you are as anxious to read the publication as we are to get it to you.

Another argument we had with the postal authorities concerned the section in the report of the Committee on Publications to the Richmond meeting "suggesting" that the first issue "be bound in permanent form similar to issues of recent annual proceedings." The authorities cited regulations to prove that if we issued our volumes or parts of them in permanent form we were not entitled to second-class mailing privileges.

Some of you may remember that the May number reached you on schedule. This was the number containing the addresses of the Richmond meeting except for the three addresses on the problems of curriculum that were reserved for August.

The August number came through by a narrow squeak. There was much said early in the year about a special curriculum number and even the possibility of turning over to the Commission on Curricular Problems the actual editing and publication of this number. Some members of the Editorial Committee were confident the Commission would have sufficient material to fill an issue. It proved to be too early, however, for this confidence to materialize into fact. The editor was very reluctant in yielding the three curriculum addresses of the Richmond meeting because he felt they belonged with the other addresses, but he finally decided that there might be a shortage in the material the Commission could gather and luckily yielded the point. The other articles that were contributed on curricular problems enabled the August number to get into the mails ten days late, slightly emaciated, but nevertheless a fairly well-integrated unit.

With the August number, such as it was, out of the way, the editor faced his hardest problem for the November and February numbers. The Report of the Committee on Publications at the Richmond meeting had suggested:

> "c. That the third issue contain reprints and abstracts of articles of significant value and interest to the development of education in the South.
> "d. That the fourth issue contain Association and educational news and the tentative program of and information about the annual meeting."

The problem of making abstracts of articles assumes time and planning on the part of the Editorial Committee that could not be devoted at this stage of the QUARTERLY's development. The spirit of the resolution, however, in emphasizing "articles of significant value and interest to the development of education in the South" suggested the possibility of a historical number dealing with Southern educational history and exemplifying types of articles that would stimulate the collection of local educational history as well as get into the QUARTERLY Southern materials not readily available elsewhere. The November number was planned accordingly and apparently aroused more interest than any other number that has appeared. We have other articles already in hand which can be used to prevent such a shortage of material as almost caught us off base last August. Another department that could expand or diminish with demand would be a department giving abstracts of studies bearing upon Southern educational problems. The chief difficulty in setting up this department would be the matter of finding some one with time and patience

to assemble, read, and digest the materials. This difficulty, however, I hope can be solved without too much expense.

The February number for this year, besides giving the program for the Dallas meeting, illustrates the possibilities of symposia of interest to member institutions, and also gives certain types of items that can be stereotyped for publication, such as the "In Memoriam," the "Builders of the Southern Association," and "Changes in Personnel." The members of the Editorial Board will be glad to get your reactions to these departments and your suggestions of other departments you think feasible.

Following the report Gladstone Yeuell moved its adoption. Spencer McCallie amended the motion to include that Dr. Holton be commended for his patience and work with the QUARTERLY during its first year. The motion, as amended, was carried.

The Commission expressed appreciation to Ben W. Wiseman, Principal, Highland Park High School, Dallas, for his assistance in securing the screen, operator, and other necessary equipment for Dr. Eells' report.

MEETING OF TUESDAY AFTERNOON, MARCH 29, 1938

The session was called to order by Chairman Conradi at two o'clock, Tuesday, March 29, 1938. J. L. Highsaw, Principal of Memphis Technical High School, presented a handsome gavel to the Commission on Secondary Schools through the Chairman, Dr. Conradi.

REPORTS OF CENTRAL REVIEWING COMMITTEES

After a brief explanation of the interpretation of standards by the Central Reviewing Committees, J. Henry Highsmith, Chairman of the Central Reviewing Committee for Public Schools, made the following report:

SUMMARY OF ACCREDITED SECONDARY SCHOOLS—PUBLIC

States	Old Schools on List	Old Schools Dropped	New Schools Added to List	Total	Schools Warned	Schools Advised
Alabama	61	7	0	54	24	38
Florida	94	2	6	98	31	39
Georgia	110	2	1	109	71	33
Kentucky	124	3	4	125	39	36
Louisiana	126	1	1	126	60	43
Mississippi	69	0	2	71	20	16
North Carolina	32	1	5	36	4	18
South Carolina	43	2	1	42	24	23
Tennessee	63	2	4	65	13	13
Texas	221	6	6	221	19	45
Virginia	61	3	3	61	38	23
Total	1,004	29	33	1,008	343	327

W. D. Agnew, Huntingdon College, Montgomery, Alabama, Chairman of the Central Reviewing Committee for Private Schools, made the following report:

SUMMARY OF ACCREDITED SECONDARY SCHOOLS—PRIVATE

States	Old Schools on List	Old Schools Dropped	New Schools Added to List	Total	Schools Warned	Schools Advised
Alabama	9	0	0	9	1	1
Florida	21	1	2	22	5	6
Georgia	15	0	0	15	5	5
Kentucky	33	3	0	30	2	4
Louisiana	12	0	0	12	1	3
Mississippi	8	1	0	7	0	3
North Carolina	14	0	0	14	2	1
South Carolina	6	0	1	7	3	2
Tennessee	25	0	1	26	0	8
Texas	13	0	0	13	1	6
Virginia	22	1	2	23	6	3
Extra-territorial	1	0	0	1	0	0
Total	179	6	6	179	26	42

The combined report, which follows, was made by Dr. Highsmith. The reports were adopted. (For complete list of member schools, see pages 132 to 167, this issue of the QUARTERLY.)

SUMMARY OF ACCREDITED SECONDARY SCHOOLS—PUBLIC AND PRIVATE

States	Old Schools on List	Old Schools Dropped	New Schools Added to List	Total	Schools Warned	Schools Advised
Alabama	70	7	0	63	25	39
Florida	115	3	8	120	36	45
Georgia	125	2	1	124	76	38
Kentucky	157	6	4	155	41	40
Louisiana	138	1	1	138	61	46
Mississippi	77	1	2	78	20	19
North Carolina	46	1	5	50	6	19
South Carolina	49	2	2	49	27	25
Tennessee	88	2	5	91	13	21
Texas	234	6	6	234	20	51
Virginia	83	4	5	84	44	26
Extra-territorial	1	0	0	1	0	0
Total	1,183	35	39	1,187	369	369

REPORT OF COMMITTEE ON SMALL HIGH SCHOOLS

J. L. B. Buck, Director of Instruction, State Department of Education, Richmond, Virginia, Chairman of the Committee on Small High Schools, made the following report which was adopted:

A PROGRAM OF PHYSICAL AND HEALTH EDUCATION FOR SMALL HIGH SCHOOLS*

POINT OF VIEW

Physical and Health Education makes its contribution to the growth and all-around development of the individual through activities which develop and maintain organic vigor, and physical, mental, and social stability. These activities should be adapted to the needs of the individual. The principal agencies for meeting these needs are physical and health services rendered by the school, health agencies, and health specialists to improve or safeguard the health of individuals in school and community. Such services include: clinical care and treatment, medical examinations, annual and daily physical inspection, correction of physical defects, immunization and vaccination against communicable diseases, a healthful school plant and environment, equipment to insure safety, and suitable training and administration. Instruction in personal, school, and community health should afford incentives and opportunities for establishing desirable attitudes, understandings, and abilities which in school life and in later years will help to assure health and vitality.

The content of Physical and Health Education should consist of only such subject matter and activities as will contribute to the observed needs of the pupil. This observation implies definite study of the pupil in his total environment. Since small high schools can seldom have full time specialists, the Physical and Health Education program will usually be administered and conducted by the principal and his regular teachers.

ESSENTIALS FOR AN EFFECTIVE PROGRAM

1. Study the physical and health needs of the pupil in order that the program of Physical and Health Education may be planned to help meet these needs.
2. Study the conditions in which the pupil lives in order that the program may be planned to improve his environment.
3. Help the pupil to understand his own needs and to create a desire for meeting these needs.
4. Help the parents understand the objectives of the program and give them opportunity to participate in setting up and achieving the objectives.
5. Obtain a sympathetic understanding on the part of the community and school administrators, civic and professional groups, and the school personnel.
6. Obtain on each high school faculty one teacher who has had at least a minor in Physical and Health Education.

In keeping with the point of view and the essentials for an effective program as stated herein, the nature of the program for any specific school will be determined by the needs of the pupils and by local factors that govern the extent to which these needs may be met. Such factors are teacher qualifications, community attitude, and school and community facilities.

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* This report was prepared for the Committee on Small High Schools by Eliot V. Graves, State Supervisor of Physical and Health Education, Richmond, Virginia.

The program should be included as one of the core subjects of the school curriculum. The characteristics of the program are based upon three predominant and universal physical education and health needs but are flexible and broad enough in scope to meet all these needs provided necessary local factors exist. These general needs are vigorous physical activity; constructive, preventive, and corrective hygiene; and satisfying self-expression, involving individual skills and coöperative social attitudes.

In program planning for the small high school we must recognize the following usual limitations:

The lack of a specially prepared teacher in Physical and Health Education;

The schedule restrictions due to time and limited teaching personnel;

That most teachers carry a full teaching load exclusive of Physical and Health Education.

The lack of a gymnasium and adequate equipment in many small schools;

The absence of bathing and dressing facilities in many small schools;

The effect of weather conditions on the program arrangement and type of activity.

In small high schools it seems necessary for an adequate program to have all pupils participating at the same period. This permits a large enough number of pupils for group activities and allows all teaching personnel to be available for instruction and supervision. The period should be placed in the schedule where it will serve the greatest need, which is usually in the middle of the morning or the afternoon session. The following suggestions are based on this idea:

Daily thirty-minute periods for Physical Education activities or for Health instruction (this short daily period is recommended when longer periods are difficult to schedule and where no bathing or dressing facilities exist);

Physical activities largely confined to out-of doors on good weather days;

Health instruction largely confined to in-doors on bad weather days (both physical activities and health instruction programs planned so that either can be conducted on short notice).

THE PHYSICAL EDUCATION PROGRAM

(To be conducted on good weather days. All pupils. This program is suitable for high schools ranging from 50 to approximately 300 pupils.)

Organization and Classification of Pupils into Groups for Intramural or Group Games—In organizing for group games separate the sexes. It should be kept in mind, however, that co-educational activities are often desirable and should be provided for during the year's program. In schools where the majority of the pupils come in busses and no out-of-class time is available for varsity team practice, the Physical Education period may be used for this purpose provided that this practice does not interfere with the activities of the other pupils.

After the varsity team squad is selected, the rest of the pupils are classified for teams by height. While this may not be considered the ideal method, it serves quite adequately and is simple. A team should consist of from eight to ten pupils. The same method is used for either girls or boys. In classifying line, the group according to height. If there are approximately forty in the group, count off by fours, if fifty in the group, count off by fives, and so on. Then all number ones constitute one team, number twos constitute a team, and so on. In this way all height levels are represented on each team. If the group numbers eighty or more, first divide the group in the center of the line, making two separate sections. Then classify each section as shown above. Team captains are then selected and duties outlined. Naming of the teams will assist in creating spirit and sustaining interest.

Periods should include three types of activities—freeing activity (warming up), instruction and practice in individual and game skills, and group game activities (intramural).

Freeing activity—Time: approximately two minutes at the beginning of the period. This activity should be formal in conduct, informal in execution. The leader (captain) takes his team on to court or field which they will use for the group game. Big muscle movements involved in the game they are to play are used. For example, if soft ball be the game. The team spreads out about forty feet in front of the leader who *mimics* throwing a high ball, all the group jump into the air, catch and throw back to the leader who jumps as in catching a high ball. The leader continues with wide throws to the right and left side of those receiving them, then a grounder. If all participants respond in the right spirit, these four combined movements will not only serve for freeing movements but will also serve psychologically to put the pupils in readiness for the game. Regardless of the activity scheduled for the game part of the period, related movements can be selected. This plan also provides opportunity for leadership and definite group and individual response.

Instruction and practice in individual game skills—As twenty to twenty-five minutes are needed to obtain pupil satisfaction in group games, the thirty-minute period should not be broken down further for individual instruction, nor the competition be seriously broken into for coaching purposes. To prevent this and not neglect adequate instruction, divide the pupils when organizing the teams into an odd number of teams; i.e., if you divide into five teams, add (X) a non-existing team, making a total of six teams. When using a six-team round-robin schedule, for instance, a different team will draw X (the bye) each day and that team will be available for instruction without upsetting the program. By having smaller or larger numbers on the teams an uneven number of teams can always be arranged. At this time individual skill-needs can be met, individual score sheets can be kept, and a total of these scores may serve as a team score for comparative team rating. To meet the problem of pupils excused from Physical Education due to permanent physical defects or physician's excuses, definite assignments can be made such as officiating, care and repair of equipment, making new equipment, making score sheets, and health education assignments.

Group game activities (*Intramural*)—In selecting games the following must be kept in mind: (1) seasonable sports, (2) availability and condition of play space, (3) available equipment.

Seasonable Sports—The pupils' interest in a given sport is greatest during the season in which the sport predominates. The pupils will, therefore, respond more heartily to that particular sport or to games closely related to it. Activities for program arrangement should be selected with this in mind, but care should be taken not to limit the opportunity for learning additional games. By increasing the number of games, opportunities for broadening interest and developing skills increase. For game activities refer to "The Physical Education Curriculum (A National Program)," Report of the College Physical Education Association, University Press, University of Southern California.

Availability and Condition of Play Space—Many school grounds are not adequate for desired activities. It will be necessary to study the local situation and determine what activities may be conducted so that the whole group will be able to participate. The following suggestions are in order:

To conserve space, soft ball should replace baseball;

Two volley ball courts will go on one tennis court;

Hand-ball courts can be against buildings;

Uneven ground and odd shaped spaces may be used for instructional work, stunts and self-testing activities and practice work;

Many games can be played on courts smaller than called for by the rules.

Available Equipment—Home-made soft balls and inexpensive inflated rubber balls serve adequately for intramural activities. Ropes can be used as nets, or nets can be made of old fish nets, chicken wire, fruit bags, or other fabric. Small sugar or salt sacks stuffed will serve many purposes such as dodge balls, or passing balls, etc. Lack of equipment should be no excuse for not conducting an adequate physical activities program.

SUPERVISION AND PUPIL LEADERSHIP

Definite responsibility should be placed on the pupil leaders (captains) and it is advisable to make frequent changes in captains so that the majority of the pupils can at some time during the school year have this experience and training. Adequate teacher supervision should not lessen the responsibility of the pupil leader. Responsibility for pupil conduct and game decisions should be assumed by the leaders. The teacher can advise without relieving the leaders of their duties. The teacher can coach from the side lines, help with scoring, give encouragement for better playing, and praise accomplishments. The teacher under this plan has opportunity for closer contact and better understanding of and with the child, and at the same time to exercise a constructive influence on the group.

SCHEDULES

Games to be used are listed on the round robin schedule. Several different types of games can be selected if desired. Much interest is usually expressed in watching the team standing if scores are posted at the close of the period.

The following is a sample of a six team round robin schedule used for organization of five teams, involving three different activities.

ROUND ROBIN SCHEDULES FOR SIX TEAMS WITH THREE EVENTS

Day	Event I	Event II	Event III
1	b-e	c-d	a-x
2	d-e	c-a	b-x
3	b-d	e-a	c-x
4	a-b	e-c	d-x
5	a-d	b-c	e-x
6	c-d	b-e	a-x
7	d-e	c-a	b-x
8	e-a	d-b	c-x
9	e-c	a-b	d-x

Day	Event I	Event II	Event III
10	a-d	b-c	e-x
11	b-e	c-d	a-x
12	c-a	d-e	b-x
13	e-a	d-b	c-x
14	a-b	e-c	d-x
15	b-c	a-d	e-x

Team a—White Sox
Team b—Giants
Team c—Ever-Ready
Team d—Angels
Team e—Red Devils
Team x—Non-existing (the bye)

Event I—Soft Ball
Event II—Volley Ball
Event III—Instruction and practice

HEALTH INSTRUCTION

(To be conducted on bad weather days)

At a meeting of your high school faculty discuss the need of giving the pupils health instruction which will be pertinent to their everyday lives after they leave school, recognizing the fact that many of the pupils may not go to college and may not have much opportunity to gain additional knowledge of healthful living. Your faculty will probably agree that the girls should know more about personal hygiene (going into sex hygiene as far as practicable), home nursing and child care (including nutrition), accident prevention in the home, etc.; and that the boys need more knowledge in personal hygiene including sex hygiene, home sanitation, first aid and prevention of accidents, etc.

The order and subjects suggested may not be the most advisable for your pupils, for any program must be determined by local and pupil needs. The following steps are suggestive:

1. Decide on subjects and phases of subjects which will help pupils to meet actual life situations during school and in later life;
2. Arrange these subjects in order of greatest need and importance;
3. Determine the extent to which the listed subjects are taken care of through integration with other subjects: science, social studies, home economics, etc.;
4. Make definite plans to reach the pupils who will not receive this instruction through integration.
5. Decide upon subjects where it is desirable to separate sexes and select teaching personnel for subjects from those who are best adapted to make the approach.

It should be recognized that all pupils do not complete the high school course but that some are dropping out along the way. Our duty is to prepare children to meet life situations, and as it will be impossible to cover the ground with those who drop out, the first year's program should include what we consider the most important

for the pupils' welfare. Local pupil needs will largely determine this. The program for the second year can go deeper into the phases that were touched in the first year and new phases should be added. If the same process is carried on each succeeding year, unnecessary duplication can be avoided and the most essential phases can be well covered during the four high school years. The project method with the use of references, surveys, etc., has proved most effective, and relieves the teacher of much detail in preparation. An abundance of free health and safety material can be obtained for references, although the school library should supplement these with appropriate magazines and books.

After the content has been decided upon and placed in the desired order, two or three pupils of each grade may be asked to write a five-minute paper on the particular subject and the papers may then be filed away until the day that necessitates an indoor program. On that day the papers may be read before the class and followed by a discussion of the papers and related subject matter or current events. Several daily assignments should be made in advance, anticipating several indoor programs in succession. Appoint one or two pupils in each home room to serve as a library committee to collect information as to current events, scientific findings and other informative material in relation to health and safety, to be pasted in a scrap book for present and future library reference. Regardless of the type of indoor Health and Physical Education program presented in the school, it will be advisable to conduct a relief activity of two or three big muscle movements. This need be of only one or two minutes duration to obtain the desired results.

(Signed) J. S. Agnew, Bennettsville, S. C.
R. R. Vance, State High School Supervisor, Nashville, Tenn.
W. E. Black, Greenwood, S. C.
S. B. Hathorn, Mississippi State College, State College, Miss.
J. L. B. Buck, State Board of Education, Richmond, Va.,
Chairman Committee on Small High Schools.

At the conclusion of his report Mr. Buck made the following recommendation: That the functions of the Standing Committee on Small High Schools be transferred to the Commission on Curricular Problems and Research, which is the proper agency to decide what things should be studied. The motion was carried.

REPORT OF COMMITTEE ON PRINTED FORMS

Gladstone Yeuell, Chairman of the Committee on Printed Forms, made the following report:

The Chairman of your Committee on Printed Forms wrote the Chairman of each State Committee for suggestions in respect to changes. Replies were received from each chairman. Other secondary school men have been interviewed.

After due consideration your Committee recommends one change; viz., that an addition be made to blank sheet 1-A requesting information as to what per cent of the teachers in said school is receiving the minimum salary.

We also raise the question as to whether the date, October 15, should be made later in the calendar year, and if so, what date.

Submitted,
M. E. Ligon,
Ela Hockaday,
Gladstone Yeuell, *Chairman.*

Following the report Dr. Highsmith suggested that, in regard to the first change recommended by the committee, sheet 1-A be revised to include the number and percentage of teachers receiving below the minimum salary. The motion was carried.

In regard to the second suggestion made by the Committee, that the date of October be changed to a later time, Dr. Stoddard brought out the point that the date of meeting might be changed to the first week in December, in which case October 15 would be the desirable date for reports to be in the hands of state chairmen. Dr. Highsmith offered the suggestion that the motion specify February 1 as the time for submitting reports. Holland Holton moved an amendment to the effect that the date be fixed as December 1 provided the date of meeting be not set back. Lively discussion followed. The amendment offered by Dr. Holton was accepted.

J. A. Stoddard made the motion that the proper officials of the Southern Association of Colleges and Secondary Schools be requested to consider the matter and, if possible, change the date of the annual meeting by placing it on or near December 1, as formerly. Dr. Stoddard presented several reasons for the desirability of the change in date. Dr. Ligon took part in the discussion which followed, favoring the motion made by Dr. Stoddard. The motion was carried.

REPORT OF THE COMMITTEE ON RESEARCH IN SECONDARY EDUCATION

M. E. Ligon, Chairman of the Committee on Research in Secondary Education, announced that the Committee on Research will be known hereafter as the National Committee on Coördination in Secondary Education. Dr. Ligon reported that his committee recommended that one hundred dollars be allowed in the budget for the National Committee on Coordination in Secondary Education instead of the customary one hundred fifty dollars. He made the motion that the Budget Committee provide one hundred dollars for the National Committee on Coördination in Secondary Education. The motion was carried.

Frank C. Jenkins, Secretary of the Commission, was then introduced to make a report on a study of salaries of teachers in Southern Association High Schools. The report will appear in the August issue of the QUARTERLY.

ADDRESS

After a brief introduction by Chairman Conradi, Father P. A. Roy, S. J., Dean of Loyola University, presented a very interesting and scholarly address on Private Secondary Schools, with particular application to the Catholic schools. Father Roy's address will appear in the August issue of the QUARTERLY.

REPORT OF COMMITTEE ON EXTRA-TERRITORIAL ACCREDITATION

W. L. Spencer, Chairman of the Committee on Extra-Territorial Accreditation, reported that several extra-territorial applications had been received during the past session, and asked the wishes of the Commission regarding the accrediting of extra-territorial schools, suggesting that appropriation be made for visitation of applying schools. Dr. Highsmith made the following motion: That the Secretary of this Commission, with the help of the Executive Committee if necessary, be authorized to handle any and all questions for dealing with extra-territorial schools. Mr. Spencer indicated that this would involve rescinding action taken several years ago. After brief discussion the motion was carried.

ADDRESS

The final address of the day was delivered by Spencer McCallie, Headmaster of the McCallie School, Chattanooga, Tennessee. In this address, entitled "I Am Debtor," Mr. McCallie briefly reviewed some of the countless debts which we, in our modern world, owe to the past. He clearly indicated the responsibility of the school. This wholesome address was well received. (Mr. McCallie's address will appear in the August issue of the QUARTERLY.)

After an announcement by Dr. Highsmith concerning a meeting of the Committee on Coöperative Study of Secondary School Standards, the meeting was adjourned until the following day.

MEETING OF WEDNESDAY MORNING, MARCH 30, 1938

In the absence of Frazer Banks, who was scheduled to preside over the joint meeting of the Commission on Curricular Problems and Research and the Commission on Secondary Schools, Sidney B. Hall, State Superintendent of Education of Virginia, presided.

REPORT OF SPECIAL COMMITTEE TO STUDY SUBSTITUTE FOR COLLEGE FRESHMAN GRADES

Paul L. Palmer, Professor of Secondary Education, University of Chattanooga, Chairman of the Special Committee to Study Substitute for College Freshman Grades, made the following report and moved its adoption:

At the Richmond meeting a committee report (Vol. I, No. 1, page 78) recommending a substitute for the old College Freshman Grades Report was adopted by the Commission on Secondary Schools. Because it involved research and also because it involved coöperation of high schools with member colleges and universities, the report adopted at Richmond was referred to a special committee representative of the three Commissions, appointed by the President of the Association.

The report adopted by the Commission on Secondary Schools at Richmond, in brief, recommended that that Commission undertake a three-year cumulative study

of college freshmen achievement beginning with grades for the college year 1937-38. Colleges would be asked to make reports in terms of the quintile standing of each freshman among his classmates, based on a quarter, a semester, or an entire year's work as each college might choose. No summary reports would be made to the Association until data for three years had been made available, but the facts might be used meantime by the various state committees. The merits of such a plan would be principally those of simplicity and economy.

Your special joint committee, after further consideration, suggests that the Richmond report is too limited in scope. The inter-relationships of student achievement in high school and college are not only of perennial interest but are also quite complex. They imply not only responsibilities of the college toward the high school but the reverse as well. They involve the careful study and utilization of existing research and the continuous opportunity for further study. They represent an important aspect of secondary and higher education which is of peculiar interest to the secondary schools, of so much interest that we believe the Association should make provision for a more comprehensive study than was contemplated in the Richmond report.

We, therefore, seek the approval of all three Commissions on the following proposals:

1. It is recommended that the Commission on Secondary Schools appoint a standing committee of not less than five members, representing the various types of secondary schools and colleges, to study the achievement of high school seniors and college freshman students and significant factors related thereto.
2. It is recommended further that this committee be empowered to designate a person or agency to initiate the study of college freshmen achievement along the lines of the Richmond report and that a budget provision of not less than $300.00 or more than $500.00 be made available to the committee for the impending fiscal year.
3. It is recommended further that this committee be empowered to study and make recommendations from time to time by way of increasing the scope and usefulness of this type of research and to draw on, in an advisory capacity, other persons both in and out of the Commission on Secondary Schools as may be deemed advisable.

Respectfully submitted,

Dean Paul P. Boyd, for the Commission on Higher Institutions,
Dr. H. L. Garrett, for the Commission on Curricular Problems and Research,
Paul L. Palmer, for the Commission on Secondary Schools, *Chairman.*

Spencer McCallie, speaking for the Secondary Commission, seconded the motion that the report be adopted. During the discussion which followed, J. C. Harwood suggested a slight amendment in the wording of the report, which Dr. Palmer readily agreed to and incorporated in the report. This amendment is included in the report as recorded above. Dr. Palmer explained that for the next three years the committee would collect data in such a way that the records would be available at any time that sufficient appropriation should be made for a detailed study. Harwood suggested

that he would like to see a more detailed report on all high schools, somewhat similar to the one formerly made by Joseph Roemer. Dr. Roemer raised the question as to whether the appropriation requested would be sufficient as the study became more complicated and involved, calling attention to a similar study being conducted by the Middle States Association. Dr. Palmer explained that the appropriation was merely for the beginning year when the need for funds would not be greatest. At the conclusion of the discussion the report was adopted as amended.

Dr. Palmer then made the motion that the committee which had been functioning for the past few years be discharged so that a new one might be appointed from territory of a more compact area. Holland Holton amended the motion to the effect that the committee be discharged with thanks for their services. The motion was carried.

ADDRESSES

The three addresses which followed had as their central theme Significant Factors in Secondary Education. Dr. Doak S. Campbell, Director of Surveys and Field Studies, George Peabody College, Nashville, Tennessee, discussed, in an able and effective manner, "The Social Background for Secondary Education." He pointed to many of the significant social problems with which makers of the curriculum must deal in setting up a program to meet the needs of adolescents of America in 1938. (This address will be published in full in the August issue of the QUARTERLY.)

The second address, given by Dr. Mildred English, Superintendent, Peabody High School, Milledgeville, Georgia, dealt with Instruction in the Secondary School. Miss English told, in an impressive way, of the effective work being done in the Peabody High School. (This address will appear in the August issue of the QUARTERLY.)

The concluding address of the morning, Evaluation of the Secondary School, was made by Dr. Ralph Tyler, Research Director, Evaluation in the Eight-year Study of the Thirty Schools, Ohio State University, Columbus, Ohio. Dr. Tyler's address proved to be one of the high points in the Southern Association meeting. He discussed the importance of accurate appraisal of the educational program of the secondary schools and pointed out ways and means of evaluating instruction. (This address will appear in the August issue of the QUARTERLY.)

Adjournment.

MEETING OF WEDNESDAY AFTERNOON, MARCH 30, 1938

ADDRESS

J. Henry Highsmith, acting as chairman in the absence of Dr. Conradi, called the afternoon session to order and introduced Dr. Thomas Briggs of Columbia University, who delivered an inspiring address on "The Function

of Secondary Education in America." (This address will appear in the August issue of the QUARTERLY.)

J. C. Harwood, Principal, John Marshall High School, Richmond, Virginia, conducted an interesting discussion of the address presented by Dr. Briggs. Mr. Harwood differed good-naturedly with his former teacher on a number of points.

W. D. Agnew, Chairman of the Central Reviewing Committee, reported that there was a slight change in the report as presented by his committee on Tuesday. The report was amended to include the Kentucky Home School for Girls as an accredited school, to be warned instead of dropped, as previously recommended. The amendment was accepted. This change is included in the summary given previously in the minutes.

At this time the Executive Secretary read the new committee appointments for the various states and moved the adoption of his report. The motion was carried.

ADDRESS

The final address of the meeting was presented by Dr. Richard Gummere, Director of Admissions, Harvard University, and fraternal delegate from the New England Association. (This scholarly address will be published in the August issue of the QUARTERLY.)

SPECIAL COMMITTEE

At this point Dr. Highsmith announced the following committee to Study Substitute for College Freshman Grades:

P. L. Palmer, Chairman; J. H. Rose, Paul Irvin, J. L. B. Buck, and M. W. Carothers.

MISCELLANEOUS

Dr. Highsmith requested the Library Committee to meet Wednesday evening for a short conference with Miss Shortess, representing the Southeastern and Southwestern Library Associations.

A meeting of the Committee on Coöperative Study of Secondary School Standards was called for a conference with Dr. Eells during the afternoon.

Dr. Highsmith expressed appreciation of the Central Reviewing Committee for the excellent coöperation given by Superintendent J. M. Smyth of Canton, Mississippi, who acted as secretary for the committee.

REPORT OF COMMITTEE ON APPEALS

J. A. Lyon, Chairman of the Committee on Appeals, reported that the Committee had not been called upon to consider any problems and, hence, had no report to make.

REPORT OF BUDGET COMMITTEE

The next item of business was the report of the Budget Committee by R. R. Vance, State High School Supervisor, Nashville, Tennessee. The following budget was presented and adopted:

BUDGET

COMMISSION ON SECONDARY SCHOOLS, 1938-39

1.	Printing annual report blanks	$ 150.00
2.	Stamps	60.00
3.	Express	60.00
4.	Certification of schools	150.00
5.	Secretarial hire	600.00
6.	Stationery for Secretary	50.00
7.	Telegrams, telephone, and tolls	25.00
8.	Convention expenses	125.00
9.	Travel for making program	150.00
10.	Standing Committee on Standards	75.00
11.	Inspection of secondary schools in states of the Association	4,000.00
12.	Committee on Library	150.00
13.	National Committee on Coördination in Secondary Education	100.00
14.	National Coöperative Study of Secondary School Standards	1,000.00
15.	Substitute for College Freshman Grades Report	500.00
16.	Contingent or special fund	500.00
	Total	$ 7,695.00

BUDGET

COMMISSION ON SECONDARY SCHOOLS, 1937-38

1.	Printing annual report blanks	$ 150.00
2.	Stamps	60.00
3.	Express	50.00
4.	Certification of schools	200.00
5.	Secretarial hire	600.00
6.	Stationery for Secretary	50.00
7.	Telegrams and telephones	25.00
8.	Convention expenses	125.00
9.	Travel for making program	150.00
10.	Standing Committee on Standards	90.00
11.	Inspection of secondary schools in the several states of the Association	3,700.00
12.	Committee on Library	250.00
13.	Committee on Small High Schools	100.00
14.	National Committee on Research in Secondary Education	150.00
15.	National Coöperative Study of Standards	732.62
16.	Contingent or special fund	500.00
	Total	$ 6,932.62
	Total Receipts Paid to Commission	$ 11,820.00
	Budget Requested	6,932.62
	Balance	$ 4,887.38

DUES RECEIVED FROM STATE CHAIRMAN

Alabama	$ 630.00
Florida	1,200.00
Georgia	1,250.00
Kentucky	1,540.00
Louisiana	1,380.00
Mississippi	780.00
North Carolina	500.00
South Carolina	490.00
Tennessee	910.00
Texas	2,340.00
Virginia	850.00
Extra-territorial	10.00
Total Income of Southern Association from Commission on Secondary Schools	$ 11,880.00
Proposed Budget	7,965.00
Probable Balance	$ 4,185.00

Respectfully submitted,
R. R. VANCE, *Chairman.*
T. Q. SRYGLEY,
W. D. NIXON.

Discussion followed in regard to the item for inspection of Southern Association High Schools. The point was brought out that some states are paying membership dues for State Departments from these funds, a practice which seems not in keeping with the purpose for which they are provided. Dr. Ligon offered the following resolution: That it is the sense of this Commission that no money paid by high schools for inspection purposes be used by state departments for paying dues or for any other purpose than that regularly intended. The resolution was adopted.

REPORT OF AUDIT COMMITTEE

John E. Coxe, State High School Supervisor, Baton Rouge, Louisiana, made the following report of the Audit Committee, which was accepted:

We, the members of the Audit Committee, have carefully checked every item on the records of the Executive Secretary of the Commission on Secondary Schools. We find that all expenditures are properly attested by vouchers and that the accounts in general are efficiently and satisfactorily kept. The total amount budgeted by the Association for the operation of the Commission on Secondary Schools for the period, December 4, 1936, to March 28, 1938, was $6,932.62. Of this amount a total of $6,107.75 has been expended, thus leaving a balance unspent of $824.87, as shown by the financial statement submitted by the secretary of the Commission, attached hereto. The only item of the budget exceeded during the period from December, 1936, to March, 1938, was that for secretarial hire. The budget provided six hundred dollars for the twelve-month period; but, inasmuch as the Com-

mission did not meet in December, it was necessary that three months be cared for in addition to the amount budgeted, thus accounting for an overdraft of one hundred fifty dollars in this account. This balance was taken care of by the contingent fund.

The committee commends Dr. Frank C. Jenkins for his care and interest in looking after the financial affairs of the Commission.

Respectfully submitted,
JOHN E. COXE, *Chairman*
J. W. O'BANION,
J. E. BELKA.

FINANCIAL STATEMENT

COMMISSION ON SECONDARY SCHOOLS, DECEMBER, 1936-MARCH, 1938

			Spent	Budget
1.	Printing Annual Report Blanks:			
	August 3, Better Printing Company	$ 140.12	$ 140.12	$ 150.00
2.	Stamps:			
	Dec. 15, Willanna Buck	5.00		
	Mar. 9, Willanna Buck	5.00		
	April 30, Willanna Buck	5.00		
	June 14, Willanna Buck	5.00		
	Sept. 6, Willanna Buck	5.00		
	Oct. 16, Willanna Buck	5.00		
	Feb. 11, Willanna Buck	10.00	40.00	60.00
3.	Express:			
	Dec. 15, Willanna Buck	4.94		
	Dec. 31, Willanna Buck	.90		
	April 30, Willanna Buck	5.19		
	Aug. 3, Better Printing Company	14.69		
	Aug. 3, Willanna Buck	3.97		
	Sept. 6, Willanna Buck	5.16		
	Oct. 16, Willanna Buck	1.60		
	Jan. 10, Willanna Buck	2.92	39.37	50.00
4.	Certification of Schools:			
	Dec. 15, Tucker Printing Company	41.50		
	Dec. 31, Willanna Buck (Stamps)	71.40		
	Dec. 31, Mrs. Hilary Whatley	15.00	127.90	200.00
5.	Secretarial Hire:			
	Dec. 31, Willanna Buck	50.00		
	Feb. 2, Willanna Buck	50.00		
	Mar. 9, Willanna Buck	50.00		
	April 9, Willanna Buck	50.00		
	April 30, Willanna Buck	50.00		
	June 14, Willanna Buck	50.00		
	July 14, Willanna Buck	50.00		
	Aug. 3, Willanna Buck	50.00		
	Sept. 6, Willanna Buck	50.00		
	Oct. 16, Willanna Buck	50.00		
	Nov. 15, Willanna Buck	50.00		

	Nov. 27, Willanna Buck	$ 50.00		
	Jan. 10, Willanna Buck	50.00		
	Feb. 11, Willanna Buck	50.00		
	Mar. 5, Willanna Buck	50.00	$ 750.00	$ 600.00
6.	Stationery for Secretary:			
	Dec. 15, Tucker Printing Company	2.15		
	Dec. 15, Willanna Buck	2.65		
	Feb. 2, Tucker Printing Company	16.22		
	Mar. 9, Tucker Printing Company	19.60		
	Sept. 6, Better Printing Company	4.50	45.12	50.00
7.	Telegrams and Telephones:			
	Feb. 2, Willanna Buck	.76	.76	25.00
8.	Convention Expenses:			
	Dec. 5, Dr. P. L. Palmer	1.28		
	Dec. 5, Dr. W. R. Smithey	2.85		
	Dec. 5, Louise Cole	12.60		
	Dec. 5, Willanna Buck	61.35		
	Dec. 5, Mary L. Green	24.90		
	Dec. 5, Dr. F. C. Jenkins	3.70	106.68	125.00
9.	Travel for Making Program:			
	Jan. 17, Dr. W. R. Smithey	104.70		
	Feb. 11, Frank C. Jenkins	3.26		
	Feb. 22, Dr. E. H. Garinger	2.07	110.03	150.00
10.	Standing Committee on Standards:			
	Aug. 3, Better Printing Company	54.00	54.00	90.00
11.	Inspection of Secondary Schools in the Several States of the Association—Amounts Paid State Chairmen:			
	Dec. 8, Alabama	219.00		
	Dec. 8, Florida	360.00		
	Dec. 8, Georgia	391.00		
	Dec. 8, Kentucky	488.00		
	Dec. 8, Louisiana	435.00		
	Dec. 8, Mississippi	241.00		
	Dec. 8, North Carolina	144.00		
	Dec. 8, South Carolina	153.00		
	Dec. 8, Tennessee	276.00		
	Dec. 8, Texas	733.00		
	Dec. 8, Virginia	260.00	3,700.00	3,700.00
12.	Committee on Library:			
	June 14, J. H. Highsmith	11.15		
	Jan. 10, J. H. Highsmith	11.75	22.90	250.00
13.	Committee on Small High Schools:			
	Dec. 4, 1936, Budget			100.00

14. National Committee on Research in Secondary Education:			
Mar. 24, William Wetzel	$ 150.00	$ 150.00	$ 150.00
15. National Coöperative Study of Standards:			
Jan. 19, Coöperative Study of Secondary School Standards	732.62	732.62	732.62
16. Contingent or Special Fund:			
Jan. 19, Gladstone Yeuell	44.15		
Jan. 19, Father Bassich	44.10	88.25	500.00
Total		$ 6,107.75	$ 6,932.62
Balance Unspent		824.87	
Grand Total		$ 6,932.62	$ 6,932.62

Dr. E. J. Matthews of the University of Texas asked that the Committee on Standards be requested to work over the standards with the view to getting them better organized and arranged, and numbered so that the numbers will correspond to the numbers found on the check sheets. The motion was carried and the Committee on Standards instructed to coordinate them with the check sheet.

REPORT OF NOMINATING COMMITTEE

The following report was presented by J. A. Stoddard, Chairman of the Nominating Committee:

We, members of the Nominating Committee, submit for officers of the Commission on Secondary Schools for 1938, the following:

1. Chairman: T. J. Dempsey, Director, State School Supervision, Atlanta, Georgia
2. Vice Chairman: Dr. Edward Conradi, President, Florida State College for Women, Tallahassee, Florida
3. Executive Secretary: Dr. Frank C. Jenkins, Coördinator, Coöperative Study Between Colleges and Secondary Schools and Colleges, Jackson, Mississippi.

J. A. Stoddard, *Chairman*,
J. L. B. Buck,
J. B. Bassich, S.J.,
M. W. Carothers,
J. M. Smyth.

The report was adopted.

At this time Chairman Conradi was called to the chair to close the meeting. Holland Holton suggested that at the time of adjournment a rising vote of thanks be given the officers, especially Chairman Conradi, for the efficient way in which the meetings had been handled.

Dr. Palmer asked that the Committee to Study a Substitute for College Freshman Grades meet immediately after adjournment.

The newly-elected chairman, T. J. Dempsey, was called to the chair. There being no further business, the Commission adjourned.

STATISTICAL DATA ON SCHOOLS

TABLE I

SUMMARY OF ACCREDITED SECONDARY SCHOOLS

States	Old Schools on List	Old Schools Dropped	New Schools Added to List	Total	Schools Warned	Schools Advised
Alabama	70	7	0	63	25	39
Florida	115	3	8	120	36	45
Georgia	125	2	1	124	76	38
Kentucky	157	6	4	155	41	40
Louisiana	138	1	1	138	61	46
Mississippi	77	1	2	78	20	19
North Carolina	46	1	5	50	6	19
South Carolina	49	2	2	49	27	25
Tennessee	88	2	5	91	13	21
Texas	234	6	6	234	20	51
Virginia	83	4	5	84	43	27
Extra-territorial	1	0	0	1	0	0
Total	1,183	35	39	1,187	368	370

STATE	SCHOOLS DROPPED	REASONS
Alabama	McCalla: McAdory High School	5
	Birmingham: Jones Valley High School	5
	Birmingham: Minor High School	5
	Jasper: Walker County High School	5
	Quinton: West Jefferson County High School	5
	Sulligent	5
	Tarrant: Jefferson County High School	5
Florida	Haines City: Florida Military Institute	19b, 4b
	Melrose	19b
	Tarpon Springs	19b
Georgia	Summerville	17, 22
	Zebulon	No report
Kentucky	Heath	No report
	Hopkinsville: Bethel Woman's College	Not in highest class in state
	Lexington: Sayre School	8
	Paducah: Lone Oak High School	5, 19b, c
	Paducah: Reidland High School	5, 19b, c
	Wilmore: Ashbury High School	22
Louisiana	Readhimer	No report
Mississippi	Mathiston: Wood High School	Discontinued
North Carolina	Biltmore	No report

State	Schools Dropped	Reasons
South Carolina	Bamberg	Low salaries
	Beaufort	Librarian lacks hours in library science
Tennessee	Harriman	6
	Jasper: Marion County High School	19b
Texas	Abilene	11, 13, 17
	Corpus Christi	11, 17
	Groesbeck	22
	Huntsville: Sam Houston Demonstration School	Absorbed by city school
	Mineola	No report
	Quanah	22
Virginia	Alexandria, Episcopal High School	15, 18, 19b, c
	Chase City	No report
	Farmville: College High School	Discontinued
	Princess Anne: Kempsville	No report

State	Schools Added
Alabama	None
Florida	Bunnell
	Graceville
	Inverness: Citrus County High School
	Orlando: St. James High School
	Pahokee
	Reddick
	St. Augustine: Ketterlinus
	Tampa: Sacred Heart
Georgia	Blakely
Kentucky	Beechwood
	Campbellsville
	Clinton
	Covington: Dixie High School
Louisiana	Ville Platte
Mississippi	Bay St. Louis
	Pass Christian
North Carolina	Albemarle
	Burlington
	High Point
	Lenoir
	Rockingham
South Carolina	Charleston: Memminger High School
	Tigerville: North Greenville Baptist Academy
Tennessee	Bellbuckle: Webb School
	Cleveland: Bradley Central High School
	Gallatin
	Jackson
	Nashville: West End High School
Texas	Garden City
	Gladewater: Union Grove

State	Schools Added
	Honey Grove
	Longview: Judson Grove
	Tom Ball
	Wink
Virginia	Buena Vista: Southern Seminary
	Danville: Military Academy
	Portsmouth: Deep Creek High School
	Radford
	Richmond: Westhampton High School

TABLE II

The Growth of Secondary Schools Since the Organization of the Association

Session	Years	Public	Private	Total
2	1896	2	11	13
3	1897	3	20	23
4	1898	3	23	26
5	1899	3	33	36
6	1900	2	38	40
7	1901	2	36	38
8	1902	4	41	45
9	1903	3	34	37
10	1904	3	34	37
11	1905	4	31	35
12	1906	4	31	35
13	1907	4	26	30
14	1908	6	26	32
15	1909	5	33	38
16	1910	6	34	40
17	1911	5	32	37
18	1912	5	33	38
19	1913	125	36	161
*20	1914	208	70	278
†21	1915	245	63	308
22	1916	269	78	347
23	1917	292	75	367
24	1918	336	73	409
25	1919	365	78	443
26	1920	329	85	414
27	1921	455	100	555
28	1922	524	104	628
29	1923	589	116	705
30	1924	625	129	754
31	1925	629	130	759
32	1926	714	133	847
33	1927	777	151	928
34	1928	864	162	1,026
35	1929	921	184	1,105
36	1930	985	190	1,175

Session	Years	Public	Private	Total
37	1931	1,014	180	1,194
38	1932	1,019	174	1,193
39	1933	1,000	183	1,183
40	1934	1,018	185	1,203
41	1935	972	182	1,154
42	1936	1,004	179	1,183
43	1937	1,008	179	1,187

* No list for Florida or Arkansas.
† Full report for all thirteen Southern States.

TABLE III

THE NUMBER OF PUBLIC AND PRIVATE SECONDARY SCHOOLS ACCREDITED BY THE COMMISSION FOR 1937-38

States	Public	Private	Total
Alabama	54	9	63
Florida	98	22	120
Georgia	109	15	124
Kentucky	125	30	155
Louisiana	126	12	138
Mississippi	71	7	78
North Carolina	36	14	50
South Carolina	42	7	49
Tennessee	65	26	91
Texas	221	13	234
Virginia	61	23	84
Extra-territorial	0	1	1
Total	1,008	179	1,187
Per Cent of Total	84.9	15.1	100

TABLE IV

SHOWING THE SIZE OF THE SECONDARY SCHOOLS INCLUDED IN THE REPORT—SCHOLASTIC YEAR 1937-38

Schools	Number Schools	Under 100	100-199	200-499	500-999	1,000-1,999	Over 2,000
Alabama	63	8	7	32	10	3	3
Florida	120	16	31	48	14	9	2
Georgia	124	11	46	45	13	9	0
Kentucky	155	20	43	76	12	4	0
Louisiana	138	21	50	49	9	7	2
Mississippi	78	16	24	32	4	2	0
North Carolina	50	12	5	11	14	8	0
South Carolina	49	2	8	22	12	5	0
Tennessee	91	10	23	35	16	6	1
Texas	234	15	58	101	35	19	6
Virginia	84	13	22	32	6	9	2
Extra-territorial	1			1			
Total	1,187	144	317	484	145	81	16
Per Cent of Total		12.1	26.7	40.8	12.2	6.8	1.4

TABLE V

SHOWING FACTS RELATIVE TO NUMBER AND SIZE OF SCHOOLS ACCREDITED BY THE COMMISSION ON SECONDARY SCHOOLS—SCHOLASTIC YEAR 1937-38

State	Number Schools	Size of Smallest School	Size of Largest School	Number of Teachers Total Number	Number of Teachers Average Per School	Total Enrollment	Enrollment Average Per School
Alabama	63	25	2,861	1,260	20	30,845	490
Florida	120	34	2,420	2,103	18	47,822	399
Georgia	124	20	1,514	1,698	13	40,594	327
Kentucky	155	30	1,468	1,955	13	45,963	298
Louisiana	138	48	2,340	1,870	14	44,461	322
Mississippi	78	36	1,294	910	12	19,930	256
North Carolina	50	28	1,699	1,020	20	25,857	517
South Carolina	49	63	1,743	957	20	23,575	481
Tennessee	91	43	2,173	1,555	17	36,434	400
Texas	234	34	2,454	4,526	20	104,397	446
Virginia	84	41	3,091	1,583	19	36,177	431
Extra-territorial	1		179	12		179	
Total	1,187			19,449	16	456,234	384

TABLE VI

SHOWING NUMBER OF SCHOOLS UNDER 100 AND OVER 1,000. ALSO THE LARGEST AND SMALLEST IN EACH STATE—SCHOLASTIC YEAR 1937-38

State	Number Schools	Number Enrolling Over 1,000	Number Enrolling Under 100	Largest With Enrollment		Smallest With Enrollment	
Alabama	63	6	8	Murphy High School, Mobile	2,925	Loulie Compton Seminary	25
Florida	120	11	16	Hillsborough High School, Tampa	2,420	Miami Military Academy	34
Georgia	124	9	11	Girls' High, Atlanta	1,514	Emory University Academy, Oxford	20
Kentucky	155	4	20	Louisville Male High School	1,468	Cumberland College Academy	30
Louisiana	138	9	21	C. E. Byrd High, Shreveport	2,340	Flora	48
Mississippi	78	2	16	Jackson High School	1,294	All Saints', Vicksburg	36
North Carolina	50	8	12	R. J. Reynolds H. S., Winston-Salem	1,699	State School for Blind, Raleigh	28
South Carolina	49	5	2	Spartanburg	1,743	North Greenville Baptist Academy, Tigerville	63
Tennessee	91	7	10	Knoxville High School	2,173	St. Mary's School, Memphis	43
Texas	234	25	13	Robert Lee Paschal, Fort Worth	2,454	Radford School for Girls, El Paso	34
Virginia	84	11	13	John Marshall High School, Richmond	3,091	Christ church School	41
Extra-territorial	1	0	0	American School Foundation, Mexico			
Total	1,187	97	142				
Per Cent Total		8.2	12.0				

The Commission on Institutions of Higher Education*

Organized in November, 1917

At the meeting of the Southern Association in Durham, N. C., 1916, a committee was appointed "To submit a plan at the next meeting of the Association for establishing a Commission to undertake the classification of higher institutions of learning." Professor E. A. Bechtel, Professor E. C. Brooks, Dean H. D. Campbell, Professor J. S. Stewart, and Principal J. T. Wright were appointed on this committee.

The Commission on Institutions of Higher Education was organized at the Atlanta, Georgia, meeting in 1917, with Professor Bert E. Young, Chairman, and Dean H. D. Campbell, Secretary. A complete list of the chairmen and secretaries since organization appears on page 42 of the SOUTHERN ASSOCIATION QUARTERLY for February, 1937. Since 1927 meeting-places and officers have been as follows:

1927—Jacksonville, Florida. Professor W. D. Hooper, Chairman; Professor A. L. Bondurant, Secretary.

1928—Fort Worth, Texas. Professor W. D. Hooper, Chairman; Professor A. L. Bondurant, Secretary.

1929—Lexington, Kentucky. Professor W. D. Hooper, Chairman; Dean T. H. Jack, Secretary.

1930—Atlanta, Georgia. Professor W. D. Hooper, Chairman; Vice President T. H. Jack, Secretary.

1931—Montgomery, Alabama. Professor W. D. Hooper, Chairman; Vice President T. H. Jack, Secretary.

1932—New Orleans, Louisiana. Professor W. D. Hooper, Chairman; Vice President T. H. Jack, Secretary.

1933—Nashville, Tennessee. Professor W. D. Hooper, Chairman; President T. H. Jack, Secretary.

1934—Atlanta, Georgia. Professor W. D. Hooper, Chairman; President T. H. Jack, Secretary.

1935—Louisville, Kentucky. Professor W. D. Hooper, Chairman; President T. H. Jack, Secretary.

1936—Richmond, Virginia. President T. H. Jack, Chairman; President Alexander Guerry, Secretary.

1937-1938—Dallas, Texas. Chancellor O. C. Carmichael, Chairman; President Alexander Guerry, Secretary.

OFFICERS 1938-1939

Chairman: Chancellor O. C. Carmichael, Vanderbilt University

Secretary: President Alexander Guerry, University of Chattanooga

Executive Council: Chairman and Secretary, *ex officio*; Dean T. J. Wilson, University of North Carolina; Dean C. H. Barnwell, University of Alabama; President J. R. McCain, Agnes Scott College; Associate Superintendent C. A. Brown, Birmingham Public Schools; President T. H. Jack, Randolph-Macon Woman's College

* The Commission consists of forty-five persons, representing colleges and schools, members of the Association.

MEMBERS OF THE COMMISSION

COLLEGE MEMBERS

Class of 1939*

Dean L. T. Baker, University of South Carolina
Professor W. H. Faulkner, University of Virginia, *vice* President J. L. Newcomb of the University of Virginia, resigned
President W. P. Few, Duke University
President Rufus C. Harris, Tulane University, *vice* Dean E. A. Bechtel of Tulane University, resigned
Professor W. D. Hooper, University of Georgia
President J. D. Hoskins, University of Tennessee
Dean T. H. Napier, Alabama College
President B. L. Parkinson, Mississippi State College for Women
President J. J. Tigert, University of Florida
Dean R. H. Tucker, Washington and Lee University

Class of 1940

Dean C. H. Barnwell, University of Alabama
President G. J. Cain, Hinds County Junior College
Chancellor O. C. Carmichael, Vanderbilt University
Dean Fred C. Frye, Louisiana State University, *vice* President E. L. Stephens, withdrew from Southwestern Louisiana Institute
Professor C. A. Graeser, The College of Charleston
President Alexander Guerry, University of Chattanooga
Dean H. E. Jenkins, Tyler Junior College, *vice* President J. L. Skinner withdrew from Junior College of Augusta
President James R. McCain, Agnes Scott College
President H. G. Noffsinger, Virginia Intermont College
President H. R. Sherwood, Georgetown College

Class of 1941

President Theodore H. Jack, Randolph-Macon Woman's College
President C. C. Sherrod, State Teachers College, Johnson City, Tennessee
Dean Paul P. Boyd, University of Kentucky
President L. H. Hubbard, Texas State College for Women
Chancellor A. B. Butts, University of Mississippi
President W. S. Allen, John B. Stetson University
Dean T. J. Wilson, Jr., University of North Carolina
President J. T. Davis, John Tarleton Agricultural College
President W. J. McConnell, North Texas State Teachers College
Registrar Howard McGinnis, East Carolina Teachers College

SCHOOL MEMBERS

Class of 1939

Principal C. C. Henson, New Orleans, Louisiana
Principal John H. Workman, Pensacola, Florida

* Terms expire with the March meeting, 1939. These members were designated "Class of 1938" when the meeting of the Association was held in December. In event the meeting of the Association should be moved back prior to January 1, these designations would also be moved back one year each. The difference in designation is one of convenience and does not affect the academic years for which the members were elected.

Principal H. D. Wolff, Petersburg, Virginia
Principal H. S. Burdette, LaGrange, Georgia
Superintendent Omer Carmichael, Lynchburg, Virginia

CLASS OF 1940

Associate Superintendent C. A. Brown, Birmingham, Alabama
Superintendent R. H. Watkins, Laurel, Mississippi
Principal C. R. Joyner, Winston-Salem, North Carolina
President C. R. Wilcox, Darlington School, Rome, Georgia
Principal S. B. Tinsley, Louisville, Kentucky

CLASS OF 1941

Principal W. A. James, Galveston, Texas
President C. R. Endsley, Sweetwater, Tennessee
Superintendent A. C. Flora, Columbia, South Carolina
Principal E. K. Smith, Ashland, Kentucky
Assistant Superintendent H. Reid Hunter, Atlanta, Georgia

Report of the Commission on Institutions of Higher Education

All regular meetings were held in the Adolphus Hotel, Dallas, Texas

MEETING OF MONDAY MORNING, MARCH 28, 1938

The meeting of the Commission on Institutions of Higher Education was called to order at 9:15 a.m. with Chairman O. C. Carmichael presiding. The roll of members was called by the Secretary. The Secretary certified that a quorum was present.

The Secretary moved that since the minutes of the meetings of the Commission on Institutions of Higher Education in December, 1936 were published in THE SOUTHERN ASSOCIATION QUARTERLY the reading of these minutes be dispensed with unless there were objections to this procedure. Superintendent Watkins seconded the motion. The Commission voted unanimously to dispense with reading of the minutes.

Chairman Carmichael stated that President W. P. Few of Duke and President J. L. Newcomb of Virginia were absent and suggested that Dean W. K. Greene and Dean W. H. Faulkner be elected to the Commission for the meetings of this March in place of President Few and President Newcomb respectively. Motion to this effect was offered by Dean Hooper and seconded by President Hubbard. Motion was passed unanimously.

Chairman Carmichael reported that the Executive Council in meeting in Atlanta had drafted certain recommendations with regard to the work of the several committees of the Commission and their coördination as an outline of policy for the guidance of the committees during this session of the Commission, and requested the Secretary to read these recommendations. The secretary read this special report of the Executive Council. Discussion followed. Several amendments were voted by the Higher Commission with regard to the outline of the policy. On motion of Professor Hooper, seconded by President Hoskins, the Higher Commission by a majority vote expressed its approval of the outline of policy as a guide for the work of the various committees for the meeting of March 1938.

The Secretary of the Commission read three recommendations from the Executive Council in its meeting in Atlanta in February as follows:

"Executive Council passed unanimously a motion duly made and seconded that church and denominational (religious) bonds be not considered as acceptable endowment funds and that these bonds be specifically included in list of endowment investments set forth as not satisfactory.

Motion, duly offered and seconded, was passed unanimously by the Executive Council (1) that application for membership be received not later than January 1 preceding the annual meeting of the Southern Association, (2) that preliminary consideration be given at the first annual meeting following receipt of application provided that information presented by applying institution is complete and ac-

curate and has been presented on or before January 1 preceding the annual meeting of the Association, and (3) that final action be taken with regard to membership of the applying institution at the second annual meeting of the Southern Association following receipt of application.

The Executive Council voted unanimously that three graduating classes be a requirement for admission to Southern Association and that the application of an institution for membership cannot be considered until the institution has been in operation for a sufficient length of time to have three regular graduating classes."

On motion of Dean Wilson, seconded by Professor Hooper, the Commission voted its unanimous approval of the recommendation of the Council concerning bonds of religious denominations.

On motion of Superintendent Watkins, seconded by President Allen, the Commission voted its unanimous approval of recommendation of the Council concerning application of colleges with the provision that this ruling be not retroactive.

On motion of President Sherrod, seconded by Superintendent Watkins, the recommendation of the Council with regard to three graduating classes was unanimously endorsed by the Commission.

On motion of Professor Hooper, seconded by Dean Bechtel, the Commission voted unanimously to authorize the Chairman to make appointments to membership on committees of the Higher Commission.

Chairman Carmichael emphasized the importance of the committees beginning their work promptly and gave opportunity to committee chairmen to announce time and place of meeting of their respective committees. The Chairman called attention to meeting of the whole Commission Tuesday morning, March 29, at 9:00 o'clock and requested full attendance.

On proper motion the Commission was adjourned.

(Signed) O. C. Carmichael, *Chairman.*
Alexander Guerry, *Secretary.*

MEETING OF TUESDAY MORNING, MARCH 29, 1938

The meeting of the Commission on Institutions of Higher Education was called to order by Chairman Carmichael at 9:15 a.m. The Secretary certified that a quorum was present. Dean P. P. Boyd presented the report of the Committee on Entrance Matters of which he was chairman. The report is as follows:

REPORT OF THE COMMITTEE ON ENTRANCE MATTERS

Dallas, Texas, March 28, 1938

Introduction

The work of your committee may be said to have grown out of the experiments that have been conducted for several years at the University of Louisville and at Birmingham-Southern College, which have shown consistently that no loss has been incurred by admitting selected groups to college after only three years in high school.

The committee was authorized by the Commission on Institutions of Higher Education and appointed by the Committee on Standards, and consists of Dr. F. S. Beers, Examiner and Executive Secretary of the University System of Georgia, Dean Colby D. Hall, Texas Christian University, Dean Wyatt W. Hale, Birmingham-Southern College, Dr. J. R. Robinson, Peabody College and Dean Paul P. Boyd, University of Kentucky. The general subject was divided into sections for study and those reports are submitted with this summary. Dean Hale made a study of present practices, Dean Hall discussed the general principles that should be considered in attacking the problem, Dr. Robinson took up the subjects of guidance and administration and cooperation, and Dr. Beers studied the newer techniques, especially tests.

Present Practices

It will be well to give you, first, a picture of present practices in institutions of the Association. Dean Hale has made a study of 169 of the 185 member institutions. One hundred and sixty-five admit on certificate of graduation from accredited secondary schools; 105 admit on the basis of examinations in all subjects; 107 permit a combination of certificate and examinations; one allows a plan comprising certificate, psychological test, and personal history; two provide a plan that takes into account maturity, vocational experience, and psychological tests; ten combine teachers' certificates and examinations; eight provide for admission on the basis of College Entrance Board examinations; three mention New York Regents examinations and three the Progressive Education Association plan. The striking element in this picture is the small number of colleges that permit procedures other than those of certificate and examination. Only four mention psychological tests as part of the entrance requirements; only two, the general scholastic test.

It must be added, however, that many institutions require additional information concerning the candidates. One out of every six demands the recommendation of the applicant's high school principal as to academic fitness for college work; one out of thirteen asks concerning rank in the graduating class. By way of supplementary information, seventeen of the 169 colleges require a general health certificate, twenty-four require vaccination, forty-two demand a recommendation as to character, thirty-three set a minimum age standard of fifteen or sixteen, and two a minimum height of five feet. One bars students over twenty-one years of age and one puts the upper limit at twenty-two.

As to specified units one out of two demands, regardless of ability, two units of mathematics; one out of three specifies two units in the social studies; one out of three requires two or more units of foreign language; one out of every twenty-four requires two units of science; and one out of four, one unit of science. Only eight institutions specify a secondary school plan of majors and minors.

The striking thing about these figures is the slowness with which more recent plans for admission have taken hold among our colleges. This fact is shown vividly by Dr. Beers' study of the Survey made by the Committee on School and College Relations of the Progressive Education Association and the Education Records Bureau in 1935. Approximately 78 per cent of the seventy-six southern colleges included in the survey favored strong emphasis on personal characteristics as a criterion for admission, while only 4 per cent were doing it. Seventy-seven per cent of them favored using cumulative comparable test records while only 1.3 per cent used them. About 46 per cent favored accepting candidates a year ahead of entrance, taking into consideration test records, school records, personality studies, and entrance examinations, but only 1.3 per cent were doing anything about it. Dr. Beers remarks,

if any conclusion is to be drawn, it is to point out "the extensive gap between belief and behavior, theory and practice."

The elaborate tally of practices made by Campbell and Smith in our Association colleges in regard to the use of tests with freshmen also show "a great lag between theoretical interests as expressed in words and actual behavior as expressed in action." In only seventy-six of the 118 institutions included in the report were intelligence tests administered to freshmen, in only fifty-three were general English tests given, in only thirty-three were tests in English composition given. Twenty-two colleges gave no tests to their freshmen at all. The authors comment on the fact that the Association has nothing to say on the subject of the use of tests either for selection or for guidance.

Another survey by Dr. Beers in 1935 of 215 member colleges of the American Council on Education, in which earlier items of Graves' and Eels' surveys of junior colleges were included, and in which Southern Association Colleges figure, bears out the general conclusion stated above concerning the use of tests in southern colleges: namely, that we are not taking advantage of the newer developments in the field of entrance and guidance technique.

The Present Status is Not Satisfactory

The general feeling concerning entrance matters was voiced by Chancellor Carmichael at the time of his inauguration. He said, "There is still no common agreement as to standards for college entrance. . . . Admission to college is still a serious problem. . . . No satisfactory plan has yet been proposed. . . . This problem (of selecting those who have the ability to do real college work) cannot be determined merely by checking the courses pursued in the secondary school."

This conclusion is inescapable because of our own personal observation and experience, because of the results of scientific study of the value of subject matter as a criterion, because of careful surveys of the quality and performance of college students, and because of what we know of the changing times that have brought new student personnel, new student and faculty objectives. We must admit that in our day the old technique is inadequate, lacking in discrimination, unscientific.

Dr. Beers has taken the test scores of Campbell and Smith on entering freshmen in forty-six southern colleges and by converting them into national percentile equivalents has shown the "generally low picture made by southern colleges." "In no case," say Campbell and Smith, "during the four years represented was the median in any of the state universities and colleges, the technological and agricultural colleges, or the teachers' colleges of the Southern Association equal to the national norm of all types of institutions for a given year. In twenty-five to fifty per cent of the private universities and colleges the median was as great as the norm." The implication is that better selection of freshmen must be practiced, and the colleges must find better methods of meeting the needs of their students. The present procedure admits multitudes of students not fitted for college as it is now conducted. The present *situation* is inadequate and intolerable.

The great variability in achievement averages in these low-ranking southern colleges is strikingly displayed by Dr. Beers in a bar-graph illustration showing achievement of freshmen and sophomores in twelve Georgia colleges as compared with that of tenth, eleventh and twelfth grade pupils in ninety-one high schools in Georgia. The exclamatory observation is made that "the overlapping in achievement of college freshmen or sophomores and of high school pupils from the tenth to the twelfth grade is almost incredible."

Various studies have been made which indicate that many of our entering fresh-

men prove to be bad risks. A study by Dean Hall shows that in a class of 169 freshmen, forty-five graduated and fifty-four transferred to other colleges. Fifty-nine of those who dropped out without graduating and forty-two who transferred were below the median on the psychology test. Fifty-three of those who dropped out after two years or less were below the median. A large cause of this dropping was undoubtedly due to lack of success in college work. Another study by Dean Hall of 237 students shows that, of the twenty-two who made scores of 100 or less, seventeen failed to make averages of a quality good enough for graduation.

Dean Boyd has also watched a class as it moved from freshman to senior year. Of the 319 who entered the College of Arts and Sciences of the University of Kentucky as first semester freshmen, 122 remained in the university four years and ninety graduated in normal time. Of 152 for whom grades were recorded and who left the University before the junior year, seventy-eight made standings below the graduation level. Of the 170 students who left college before their junior year, forty-seven fell into the ninth and tenth deciles in the psychological test. Of the 152 students for whom grades were recorded and who dropped out before the junior year, twenty-eight of those in the ninth and tenth deciles failed to reach the standard required for graduation.

McQuitty found in 1937 that at the University of Kentucky the mortality rate for the lowest 3 per cent of freshmen entering in 1930 and 1931 was about six times as great as for the highest group of 3 per cent. A student in the highest group had seventy-six chances in one hundred of finishing eight semesters, while a student in the lowest group had seventeen chances in one hundred.

In the face of these evidences of break-down in our admissions machinery we should not be surprised. We should more readily accept the results of Yates and others to the effect that excellence in college does not depend on pattern of subjects in high school; we should look for criteria more discriminating than that of specified units. We should appreciate anew the power of the *zeitgeist*, the changing times, the multitude of distractions and counter attractions that beset our youth on every side, the astounding increase in secondary school enrollment since the war from a million and a half in 1915 to over six million in 1934, the change in the character of the secondary school population, the consequent change in the college personnel—changes in inheritance, in family background, in interests and in outlook; the new avenues for employment, the wide-felt vocational urge. The old machine is no longer efficient. It was built for one sort of grist; it is now forced to grind quite a different sort.

Some Fundamental Questions

As we face this serious situation we should consider some fundamental matters. If we are to seek for a satisfactory entrance procedure we must know what sort of a college we have in mind, what sort of students are desired, what we wish the entrance technique to do, and what weight we shall give to the doctrine of individual differences. Our answer to these questions will clarify our thinking, point the way to a solution best for our purposes. We shall not agree. Therein lies hope. We have agreed too long.

We shall not argue the question of individual differences but shall assume the fact. Whatever you wish the college to be and do, you must reckon with individual differences. Upon your picture of the ideal college will depend your answer to the question, "who should go to college," and that will direct you in your search for a reliable entrance technique. If your sole aim is scholarship, you will seek a technique that will allow to pass through only those who promise to become scholars and professional men and women. If you picture the college as an agency for the supply of

a wide base of good citizens, upright and widely intelligent with discrimination and taste, as well as or instead of scholarship, you will wish to admit all those who in a rich curriculum will "be able to find something to suit his abilities and prepare him for his good."

We might say that the objects of entrance requirements, in the words of Dean Hall and Dr. Robinson, should be

1. To assure that the admitted student has the ability to carry "college work" and that incapable students will not waste their or the college's time and money and, by their presence, drag the classes.
2. To this end a check will be made to see that the applicants have the minimum of skills essential to general college work, minimum intellectual ability, and informational background. The object will be to direct the student to the college and into the curriculum best suited to his needs.

Hall and Robinson point out that this statement does not settle the matter but merely opens up further questions. What is a minimum of skills, ability, and information? By what devices are they to be tested? How will this skill, ability, and information vary for different colleges and curricula? How will the meaning of "college work" vary with colleges and curricula? May it not be said also that the statement implies fitting the student to the college, when part of our problem may be to fit the college and the curriculum to the student? The qualifications necessary for success are not now, and should not be, the same for all types of colleges.

It seems to the committee that this brief discussion of college objectives and purposes of admissions requirements, taken along with the facts of vast increases in informational data for study, large increases in secondary school output, great expansion in professions and vocations for which college training should prepare, the growing demand for some form of higher education on the part of many unsuited for the old type of college, the old idea newly stressed of a higher education designed for the broad base of our democracy in addition to the education of scholars and professional men, the newly realized and appreciated element of individual differences; all these argue the necessity for less lockstep and more individuality among our colleges. It may well be that our own association along with others has by promoting uniformity in the name of scholarship exclusively retarded the growth of variety in aims, types of colleges, courses, and curricula. We recommend what is for many a new point of departure—the student. We propose provision for differential treatment, not necessarily individual, but one based on well recognized types of ability, aptitudes, and aims. Let us have variety in objectives among our colleges of liberal arts and variety within the same college. Let there be terminal courses fitted to the needs of those who cannot or will not proceed beyond the sophomore year. The present entrance procedure may well have failed because the college procedure has been misguided and unsuited to present day needs.

The student-centered college may well retain its requirement of graduation from an accredited secondary school, but it needs additional entrance technique. Tests will be needed, achievement, aptitude, psychological, reading ability, and so on, in most cases, not as a barrier to be hurdled but for placement to reveal deficiencies to be removed, and for guidance. Special courses will be needed to supply tools and skills that are lacking for the curricula chosen. Terminal courses of the survey type will be helpful to those who will not go beyond the sophomore year. A thorough-going program of individual guidance will be called for.

Possibilities of Tests in the Solution

Much has been said and done in recent years in the matter of tests of various sorts and their reliability for predictive purposes. Dean Boyd has published the results of an inquiry among prominent psychologists showing that they were overwhelmingly in favor of using a testing program as a substitute for the older forms of entrance procedure. Institutions like the University of Minnesota have for years used them for guidance and placement. Many state-wide testing programs are in operation all of which, as time goes on, accumulate a mass of data that increases the reliability of predictions and guidance based upon the tests. Perhaps the chief difficulty is that there is no coördination of these programs that do not employ the American Council tests. On the other hand, it may be that norms established in a state are more reliable for use there than are the nation-wide results. Hall and Robinson urge the necessity for full coöperation with these activities on the part of our members, and recommend that the Association put the weight of its influence behind them.

Dr. Beers has presented tables from the elaborate tally of practices in Southern Association colleges with regard to the administration of tests to freshmen and to the uses made of test results. The uses of tests in guidance show great variety. General intelligence tests are administered in only seventy-six of the 118 institutions included. General English tests in fifty-three and English composition tests in thirty-three are the only other ones given in as many as twenty-four institutions. Twenty-two colleges give no tests to their freshmen and twenty-seven give five or more. In his table the uses of test results include in the order of frequency educational guidance and counseling, diagnostic purposes, sectioning of classes, statistical studies. Other uses mentioned are adjustment of student load and vocational guidance. Again we are impressed with the lag, as Dr. Beers puts it, between theoretical interest in tests and actual behavior.

In another table, Dr. Beers summarizes the study of Graves and Eels of fifty junior colleges and that of his own study in 1935 of 215 member colleges of the American Council on Education concerning the uses of tests. Here is listed the information concerning the fifty junior colleges and for the 215 colleges, the uses made of course examinations and standardized tests. Thirteen uses are listed: (1) determining the amount of school work, (2) encouraging superior students to undertake senior college work, (3) advising students in course selection, (4) disciplinary uses, (5) aid in vocational guidance, (6) determining probation, (7) determining dismissal, (8) determining amount of work for self-supporting students, (9) hiring student clerical help, (10) making scholarship recommendations, (11) grouping students on the basis of ability, (12) making recommendations for positions, (13) as faculty and institutional stimulus.

Here again, the "small use made of test results in the face of wide-spread acceptance for guidance" is notable. As to their predictive value, nothing is shown.

Comment is also included by Dr. Beers on the twenty-eight uses of tests as found by Billett in 8,594 secondary schools. Billett's grouping of these twenty-eight into seven classes, homogeneous grouping, special classes, unit assignments, study of problem cases, variation in pupil load, out of school projects and guidance programs, indicate forcefully that the tests are "directed toward finding ways and means of making the standard curriculum effective, not to finding out what the children can and should learn in the light of their individual powers and limitations."

Another table of Dr. Beers' interprets the data of Segel and is based on more than 500 coefficients of correlation between scholarship in college and its possibilities for prediction by the use of one or two or three predictive measures. "In no instance does any measure or combination of measures yield an index of predictive efficiency

that exceeds chance by more than 30 per cent." A rather startling explanation, partial at least, of this low predictive value is found by examining, first, the predictive efficiency of various tests as indicative of college scholarship as it is shown for the national college sophomore tests. Here no one measure can beat chance by as much as 20 per cent. Next, Dr. Beers analyzes the consistency with which test scores repeat themselves for college sophomores in the same college over two year intervals; and the consistency with which college marks repeat themselves. He finds that the test scores for one year of college sophomores predict those for the next year's sophomore class to the extent of 40 per cent better than chance; while the college marks for sophomores in one year predict those for the next year by only 13 per cent better than chance.

Thus it would appear that some, at least, of the suspicion of tests as to their predictive reliability goes back to the well known unscientific character of the marks by which the tests are judged. As Dr. Beers puts it, "the value of tests for the selection of students, for guidance of students, and for predicting achievement will depend very largely upon taking the element of chance out of the marks assigned by teachers in their reporting of grades and credits." This, he has accomplished in his own group of institutions.

For rough approximation and indication of probability in college grades the studies of Dean Hall and Dean Boyd bring out the value of tests to the administrator in his handling of individual student problems in the sectioning of classes and in various types of guidance. Those who will drop out of college before the junior year are discovered with large probability. Upon this differential treatment types of courses, terminal courses, vocational advice can be based. Through their use students who are admitted and found not to be potential scholars can be benefited to the extent of their abilities and aptitudes and the power of the college. Through the universal use of tests for a wide variety of purposes, the tests themselves will become more and more reliable, the quality of college work will be improved, the batting-average of the registrar will be raised, entrance procedure will be adapted more nearly to the realities and the necessities, and college education will conform more closely to democratic demands. If you fail to get the ideal material for your educational processing you can still improve and adapt your processing machinery.

Entrance Only a Part of the Large Problem of Guidance

As Dr. Robinson says, admission to college, or rejection, is guidance, but the decision should have been made by the student through effective guidance. Entrance standards and procedures are properly a part of a comprehensive program of guidance that should extend through the secondary school and the college, adapted, cumulative, based on personal contacts, tests, taking account of the individual's character, personality, habits, ideals, aptitudes, native intelligence, and life plans.

Dr. Robinson outlines a comprehensive program of guidance that will do for both secondary school and college:

1. There should be annual testing, with standardized objective achievement tests where they are available; psychological and aptitude tests at suitable intervals; and as they are developed, reliable tests of personality traits;
2. Cumulative records should be maintained and passed along, giving summaries of the student's test record, grades and notes on physical and mental health, family background, finances, study conditions and habits, vocational experiences, accomplishments, interests, plans and so on;
3. Adequate counseling service must be provided through the use of deans, teachers, and other agencies.

In his article entitled "Educational Guidance Is Now Possible," Max McConn says: "The point can hardly be over-emphasized, however, that provision for adequate counseling—for making use of the test results and all the other material on the cumulative records in individual guidance—is the grand nub of the whole matter. Without effective provision for systematic counseling the rest of the program becomes largely abortive as a guidance program." And Dr. Robinson supports by references the point that the data that are needed in giving guidance to the student while in high school are the most valuable information the college can have for admissions.

If adequate guidance can be provided in both school and college and if differential treatment can be provided in college on the basis of individual differences, our entrance problem will be a long way on the road to solution. Many boys and girls who are good college material, but are not planning to go to college, would be guided in that direction. Students who probably should not go, but wish to go and do not know they probably should not, would make other plans. Good material would begin working toward college earlier. Students would be directed to colleges adapted to their plans and special abilities. School and college articulation would be progressively improved. We would attain an entrance procedure that would discover, classify and guide, that would put the round peg in the round hole and the square one in the square hole. As Dean Hall says, mere minimum lists of entrance subjects are too simple, too crude, too inefficient to meet the demands of the new situation confronting us.

Summary

We have in this report outlined present practices as we have found them in the colleges of this Association. We have found these practices inadequate, unscientific, simple, crude, and inefficient, and we have given reasons why this is so. Starting from the fundamental fact of individual differences we have raised again the questions of the objects of entrance requirements and techniques, who should go to college, and we have concluded that the multiplied new fields of study and professions and the increasing numbers of students of many types including many who are not scholarly require a new approach to the problem of entrance, a change of direction, a different emphasis, which shall have the student and his capacities and his needs as the point of departure.

While the problem is serious and solution difficult, we are convinced that it is not impossible. We have found three main lines of approach to the solution, first, a clarification of college objectives, with variety and individuality to be expected and with adaptation of college programs to the real situation and to the needs of students whom the college proposes to serve; second, an increased emphasis on tests and their uses; and third, a comprehensive guidance program that will embrace entrance in its greater whole.

Recommendations

As the outcome of its study the committee wishes to make the following recommendations for the consideration of the Association:

1. That the Association urge its members to formulate workable statements of objectives and encourage the effort to gain variety in these objectives and the development of programs that are based on individual differences;
2. That the Association urge upon its member colleges the use of extensive batteries of tests;
3. That a committee be appointed to study and report upon the possibility of reducing chance in college grades;

4. That the Committee on Standards of the Commission on Institutions of Higher Education be asked to continue the present study and to set up, supervise, and report other experiments having to do with entrance, guidance, tests, the differentialization of colleges and college courses and curricula, and terminal courses;
5. That the Committee on Standards be asked to study the Association Standard No. 1, on Entrance, with a view to providing for admission of students who have come up through junior-senior high schools, and to making possible other methods of admission that are based on comparable tests and cumulative records;
6. That the Commission on Secondary Schools be asked to bring added influence to bear upon its secondary school members to participate in their state testing programs and to enlarge their guidance activities;
7. That a joint committee of the three Commissions be set up to study and report upon school and college articulation and coöperation.

(Signed) F. S. Beers,
Wyatt W. Hale,
Colby D. Hall,
J. R. Robinson,
Paul P. Boyd, *Chairman.*

NOTE: A supplementary report is contemplated which will discuss certain matters further, such as causes and cures for the lag between theory and practices, terminal courses, reduction of chance in college grades, studies in state associations.

When he had completed the reading of the report, Dean Boyd moved that the report be received by the Commission and the recommendations of the Committee on Entrance Matters be referred to the Executive Council for consideration. President J. R. McCain seconded the motion. The motion was passed unanimously.

Superintendent C. A. Brown, chairman of the committee on the Birmingham-Southern experiment, presented the following report for the committee.

ADMISSIONS EXPERIMENT AT BIRMINGHAM-SOUTHERN COLLEGE

The principals of four of the five Birmingham public high schools listed a total of sixty-five sixth and seventh semester pupils whom they were willing to recommend for admission to Birmingham-Southern College in the Fall of 1937 under the special experimental plan approved by the Southern Association of Colleges and Secondary Schools. Letters were sent to all of these pupils, advising them of the plan. Since the beginning of the experiment no attempt whatsoever has been made to persuade any student or his parents to leave high school and enroll in college early. Despite this fact, fourteen of those who were recommended for admission this past fall reported for the battery of tests and for the interviews required. Of the fourteen who took the tests, six were notified that they were eligible for admission under the plan.

For the first time since the experiment was begun in 1934-35, all of those who were accepted enrolled as regular full-time students. The records of these students for the first semester of this year have been quite good. In fact, the one with the lowest grades had a better average than that for the entire student body, and three of the six had quite superior grades. Their quality-point ratios (on the basis of three quality points for each hour carried with grade of A, two for each hour with grade of B, and one for each hour with grade of C) were as follows:

Student A (male)	2.57	Student D (female)	2.22
Student B (male)	1.59	Student E (female)	1.82
Student C (female)	1.39	Student F (female)	2.24

The average quality-point ratio for these six students admitted under the experimental plan was 1.97: the ratio for the entire college was only 1.35. It will be readily seen, therefore, that these students have done superior work. While each of them is, of course, taking first year college work, the all-college average with which they have been compared includes the grades of both Upper and Lower Division students, and the average grade for Upper Division students is higher than for those in the Lower Division.

The comparative average quality-point ratios for the students admitted to Birmingham-Southern College under this experimental plan for the past four years and for the college as a whole are as follows:

	Southern Association Experimental Group	All-College Average
1934-35	1.61	1.41
1935-36	1.82	1.43
1936-37	1.91	1.38
1937-38	1.97	1.35

It is to be noted that each of the four years the average for the experimental group has been higher than the all-college average, and for the past two years the difference has been quite marked. While the average for the entire college has been barely above C, the average for the experimental group for the past two years has closely approached B.

The conclusion that the criteria used for admitting students under this special experimental plan are not only as satisfactory as, but are superior to, the criteria set up in Standard No. 1 of the Standards of the Association seems inescapable if our aim is to discover and admit students who can and will do satisfactory college work. It is recommended, therefore, that permission be granted for Birmingham-Southern College to continue this plan of admissions.

Thus far, the experiment has been limited to pupils recommended by principals of the Birmingham public high schools. In view of the success with this group it is recommended further that the experiment be broadened to permit admission of others, provided such others meet the requirements set up by the Supervising Committee appointed by the Association.

(Signed) C. H. Barnwell,
T. H. Napier,
C. A. Brown, *Chairman.*

On the motion of Superintendent Brown, seconded by Dean Wilson, the report of the committee on the Birmingham-Southern experiment was received and the recommendations of the committee referred to the Executive Council for consideration and its recommendations back to the Commission by unanimous vote of the Commission.

Dean P. P. Boyd, chairman of the committee on the University of Louisville experiment, read the report of the Committee as follows:

REPORT TO THE SOUTHERN ASSOCIATION ON THE LOUISVILLE EXPERIMENT*

This is our fourth annual report to the Southern Association on the Progress of the Louisville Experiment. Previous reports have described the plan and the methods of study.

Since September, 1934 our College of Liberal Arts has accepted a total of thirty-five students under the "experimental freshman plan"—thirteen in 1934, seven in 1935, eleven in 1936, and four in 1937.

Twenty-eight of the thirty-five students accepted have been women, due chiefly to the fact that the principal of one of the local high schools for girls has been unusually coöperative, and possibly, furthermore, to the fact that this particular high school is located in a fairly well-to-do community where there may be a higher incidence of interest in college attendance. At any rate, we feel quite sure that the frequency of women should not be attributed to any difference in the sexes that operates to interest more women than men in the plan.

As we have had only four students this year, we have not been able to do more than study them as individuals. Examination of the term grades for the individuals will show that one experimental exceeded, two equalled, and one dropped a little below comparable records for their control students. All exceeded the College freshman average. It should be stated that the programs of study were essentially the same in character, three of the four students having four of their five subjects in common, the other having three in common.

SUBJECT GRADES FOR EXPERIMENTALS AND CONTROLS—FIRST SEMESTER 1937-38

First Pair:	Exp.:	A-A-A-A-A	Cont.:	AAAAB
Second Pair:	Exp.:	A-C-C-C-D	Cont.:	ABBBC
Third Pair:	Exp.:	B-B-B-B-C	Cont.:	ABBC
Fourth Pair:	Exp.:	A-B-C-C	Cont.:	BBCC

The following excerpts from case studies of the four students who entered in 1937 are descriptive of the kind of apparently happy adjustment to college that we have noted in our previous groups:

Case 1.—". . . Does not regret having missed her last year. Feels that she might have had more friends had she stayed on at high school amd graduated with her class. Finds college more stimulating than high school and much more free. She says that she likes people very much, both boys and girls. That perhaps she understands girls better, but that she has a good many dates and she doesn't think she has missed a dance on the campus since she came. She belongs to the Biology Club, Chemistry Club, Women's League and Y Club. She plans to major in sciences as she is considering being a technician. Sorority pledge. . . ."

Case 2.—". . . He found high school rather boring on the whole. It did not challenge real effort on his part and he felt that a good many of his teachers were rather mediocre. He regrets not having taken more mathematics and a year of chemistry in high school, but he probably would not have taken either if he had completed the fourth year. Is delighted that he entered the University of Louisville as an experimental student. He feels that he has not lost anything, but has made decided gains. Finds teachers more stimulating. Likes the freedom afforded him and appreciates the excellent bibliographies that open doors for him, particularly

* This report except the last paragraph is the report of Dean J. J. Oppenheimer. The last paragraph, it will be observed, adopts Dean Oppenheimer's report and makes recommendations.

in science, because he does not expect to take many science courses in college and can build up his deficiency by his reading. He feels that a good many people fail in college because they do not use their free time constructively. Believes his college teachers are more scholarly than his high school teachers. . . . Has not been to a dance this year, partly because of finances and partly because he thinks a person's main duty in college is to devote himself to getting his education. Had dates rather regularly with a girl last summer but soon got tired of her. Prefers to know people who are superior mentally and culturally. . . ."

Case 3.—"Moved from Cleveland three years ago to St. Matthews. Attended high school which she found decidedly less stimulating than the junior high school she had attended in Cleveland. Found herself loafing through the year. In high school she always preferred English. She also liked athletics. She is very delighted to be a 'guinea pig.' Feels that she has missed nothing of real value in high school, not even graduation activities or her high school diploma. She appreciates the added freedom and stimulation of the college. She especially enjoys Dr. Webster's English class. She did not feel that she had made a great many friends in Kentucky until she pledged a sorority. Since then she has been happier. . . ."

Case 4.—"Lacked one-half year of high school, but rather than wait and finish in the middle of the year she entered the University of Louisville in September. She is delighted she came and can find nothing to criticize in it. She is planning to major in sociology as she wants to be a social worker. Is active in her father's church. She is a member of a sorority and enjoys its activities very much. Enjoys both boys and girls. Has a good many dates. Seems to have a good deal of purpose and to know what she is doing and why. . . ."

For Previous Entrants

For all experimental students who entered (since September, 1934) the total point average in scholastic standing has been 1.62, while for their controls it was 1.7, an average difference of .08 of a quality point. Of the total group of thirty-five, there are remaining twenty-five experimentals and twenty-three controls, so that from the standpoint of retention, we may say that the experimental factor has not operated to increase or decrease student mortality.

Summary and Recommendation

We are still enthusiastic about the experiment and hope that the Committee may see fit to endorse it, or at least to extend it, for the University of Louisville. It should be borne in mind that during the total period of four years we have enrolled but thirty-five students. The extension of the plan would, therefore, permit us to accept students when we felt that they were acceptable and at the same time would bring to a total experiment the assurance which a larger number of cases does bring. We understand that the present provision permits us one more enrollment in September, 1938.

(Signed) J. J. Oppenheimer, *Dean.*

Your committee recommends that the experiment at the University of Louisville be authorized for 1938-39.

(Signed) T. A. Hendricks,
Paul P. Boyd, *Chairman.*

March 30, 1938

Dean Boyd moved that the report be received and the recommendations of the Committee be referred to the Executive Council for consideration

and its recommendations back to the Commission. Upon the second of President Tigert the motion was passed unanimously by the Commission.

On proper motion duly seconded the meeting of the Higher Commission was adjourned.

(Signed) O. C. Carmichael, *Chairman.*
Alexander Guerry, *Secretary.*

MEETING OF WEDNESDAY MORNING, MARCH 30, 1938

The meeting of the Commission on Institutions of Higher Education was called to order at 9:15 a.m. Chairman Carmichael presided. The Secretary certified that a quorum was present.

The first order of business was the report of the Executive Council to the Higher Commission which was read by the Secretary as follows:

REPORT OF EXECUTIVE COUNCIL TO THE COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

The Council recommends:

That Alabama Polytechnic Institute be removed from probation and that the Chairman of the Commission write a letter to the president of Alabama Polytechnic Institute concerning educational expenditures per student and expenditures for the library;

That State Teachers College of Florence, Alabama, be removed from probation and that the Chairman of the Commission write letter to president of the college concerning the median salary and expenditures for library over the period of the last five years;

That State Teachers College of Jacksonville, Alabama, be removed from probation and that the Chairman of the Commission write a letter to the president of the college concerning the median salary and expenditures for library over the period of the last five years;

That State Teachers College of Troy, Alabama, be removed from probation and that the Chairman of the Commission write a letter to the president concerning library facilities and the expenditures for library over the period of the last five years;

That Mississippi Woman's College be removed from probation with the understanding that all pledges in the recent campaign be reduced to legal status by the time of its next report on December 15, 1938, and that, if this is not done, the institution will be dropped from the Association;

That Lenoir-Rhyne be removed from probation and that the institution be referred to the Committee on Triennial Reports for any other action;

That Southwestern University of Georgetown, Texas, be removed from probation with the recommendation that the granting of the Master's degree by this institution be discontinued and that the Triennial Reports Committee make notation concerning median salary and library expenditures;

That Louisiana State Normal be removed from probation in view of the resolution on tenure adopted by the State Board of Education and the following telegram from Superintendent T. H. Harris in interpretation of tenure regulation, "Tenure means indefinite tenure. In case of dismissal for cause other than misconduct or insubordination notice will be given not later than March 15. Tenure provisions will always be construed in interest of teachers";

That Huntingdon College be continued on probation, that if it does not show improvement it will be dropped from the Association, that a special report be submitted by the college on March 1, 1939, and that the Chairman write a letter to the president of the college concerning certain important suggestions;

That Louisiana College be continued on probation and that the Chairman of the Commission send a letter of important suggestions to the president of the college concerning elements of weakness;

That Wesleyan College be continued on probation for one year and that the college be dropped from the Association if the financial difficulties have not been cleared up before the next meeting of the Association;

That Springhill College be placed on probation and that the Chairman of the Commission write letter to the president of the college concerning elements of weakness in the institution;

That the recommendations of the Committee on Entrance Matters as amended by the Council be approved by the Commission. [The amended report is as follows:

"That the Association urge its members to formulate workable statements of objectives and encourage the effort to gain variety in these objectives and the development of programs that are based on individual differences;

"That the Association urge upon its member colleges the use of tests;

"That the Committee on Standards of the Commission on Institutions of Higher Education be asked to continue the present study and to set up and supervise and report other experiments having to do with entrance, guidance, tests, and the differentialization of colleges and college courses and curricula and terminal courses;

"That the Committee on Standards be asked to study the Association Standard No. 1 on Entrance with a view of providing for admission of students who have come up through junior-senior high schools and to making possible other methods of admission that are based on comparable tests and cumulative records.

"That the Commission on Secondary Schools be asked to bring added influence to bear upon its secondary school members to participate in their state testing programs and to enlarge their guidance activities."];

That continuation of the Birmingham-Southern experiment as at present conducted for admission of freshmen be approved for 1938-39 for Birmingham-Southern College;

That the continuation of the University of Louisville experiment for admission of freshmen be approved for 1938-39 for the University of Louisville;

That the Chairman of the Commission appoint a Committee of three from the Commission to coöperate with the Commission on Curricular Study and Research.

Secretary Guerry moved that all recommendations of the Executive Council in the report concerning member institutions be approved by the Commission. President W. J. McConnell seconded the motion. The motion was carried unanimously.

Upon motion of Secretary Guerry, seconded by President B. L. Parkinson, the Commission voted also unanimously its approval of all other recommendations in the report of the Executive Council.

President McCain read full report of Committee on Standards. Discussion took place and suggestions were offered during the reading. Several amendments were adopted which were incorporated into the report and appear in the form in which report was approved.

On motion of President Guerry, seconded by President Noffsinger, the report of the Committee on Standards as amended was adopted unanimously by the Commission.* The complete and amended report is as follows:

REPORT OF COMMITTEE ON STANDARDS

"The Southern Association of Colleges and Secondary Schools was organized in 1895 for the purpose of improving the quality of work and the procedures to be followed in the institutions belonging to it. The Association is composed of members who voluntarily join in and willingly accept its standards. It does not desire in the least to exercise authority over institutions which are not members; and it brings no pressure of any kind to have schools or colleges join its rank. It wishes to have an attitude of inclusiveness so as to welcome those who wish to join and who are properly qualified, but it is insistent that institutions must meet its requirements in letter and in spirit before they are accepted and after they become members.

The standards as outlined apply to colleges of arts and sciences and cover only incidentally graduate, professional, technical, or specialized departments. All these must be measured by tests which are additional to the regular standards mentioned below.

It is expected that the standards of the Association shall have been met by any institution for a long enough period of time to be operating satisfactorily. Recognition is not to be granted on the promise that requirements are about to be met or will be met.

The status of provisional membership shall be inaugurated after an institution meets the technical requirements for admission to the Association and after the application for admission has been approved by the Commission. It will be given this status of provisional membership for two years, subject to review and final action at the end of that period. This type of membership shall carry the privilege of voting but not the privilege of holding office on committee assignments.

No institution of higher education may be considered for membership until it has had a special study under the direction of the Commission on Institutions of Higher Education. Information regarding this special study may be obtained through the Executive Secretary of the Association.

Every institution which holds membership, and all those which are applying for recognition, must supply very full data on all points covered by the standards, and on such others as may be requested by the Commission. The reports are to be furnished on blanks provided by the Association.

1. Requirements for Admission

The requirements for admission shall be graduation from an approved secondary school with the minimum of 15 acceptable units, or the equivalent of this requirement as shown by examination. Candidates for admission from secondary schools requiring more than the normal four years for graduation may be accepted when their transcripts show the full equivalent of graduation from a four-year secondary school. In the preparatory training, there should be several sequences of subject matter adapted to the curriculum of the institution where admission is sought. The certificate should show the quality of work accomplished and give information as to the personality, character, and health of the applicant. Supplementary psychological or achievement tests are advised.

* By request of the Commission these standards were not presented to the Association for action at the 1938 meeting but were published in this report of the Commission to be presented to the Association at the 1939 meeting.

All information needed about a student should be in the hands of the institution before registration is permitted. A program of guidance or orientation should be provided by each institution as a part of its entrance procedure.

2. Requirements for Graduation

The minimum requirements for a baccalaureate degree shall be 120 semester hours, or the equivalent, with such qualitative restrictions as may be deemed needful. The giving of a variety of degrees, especially by a small institution, should be discouraged.

3. Instruction

The effectiveness of an institution should be measured largely by the quality of its instruction. This should be a principal concern of both administration and faculty. Data on this point should include classroom methods, tests, examinations, grading systems, faculty and student interest in the subjects taught, faculty and institutional self-analysis of instructional results, including the compilation and distribution on a comparative basis of grades by departments and by individual teachers.

4. Training and Development of the Faculty

The training and experience of the teaching staff are important items in testing an institution. In general, the heads of departments should have the doctorate in their respective fields or the equivalent, but adequate graduate training of high quality should be expected of all staff members. There should be at least one well trained teacher for an average of twenty students. In addition, all members of the faculty should belong to learned societies appropriate for their departmental work, should keep up with their publications, and attend their meetings with reasonable diligence. At least some members of the faculty of each institution should be interested in writing articles or books. There should be evidence that the faculty participate in the program-making of the institution and that the faculty meetings are stimulating and helpful.

5. Teaching Load

As the effectiveness of a teacher depends to a large extent on his having some time of his own for research and for recreational activities, he should not be burdened with too heavy a teaching load. A schedule of more than sixteen credit hours a week should be carefully investigated, as also the handling of unusually large classes. The faculty committee assignments should be given consideration in the teaching load, and all specialized teaching in extension work, correspondence courses, honors programs, and the like, should be counted fully as a part of each teacher's activities.

6. Remuneration and Tenure of the Faculty

Full professors should receive a minimum salary for nine months of work of not less than $3,000, while the minimum for other ranks should not be less than the following: associate professors $2,400. Assistant professors $1,800 and Instructors $1,000. The faculty remuneration should not include housing or living arrangements unless on an optional basis. Provision should be made for pensions and for occasional leaves of absence. Tenure should be regarded for all professional ranks as continuous after a tentative period has expired. There should be no unreasonable restrictions as to academic freedom, but the faculty should recognize a corresponding responsibility in the exercise of this privilege.

7. Financial Support

In the case of institutions owned or controlled by states, municipalities, or other units of government, there should be appropriated by the supporting agencies, or derived from endowment, an average sum of $150 a student in addition to any income derived from student sources.

In the case of private or independent institutions, there should be a minimum endowment (in excess of all indebtedness) of at least $500,000 for an institution having 300 students or a smaller number, with an increase of at least $100,000 of endowment per each additional 100 students or major fraction thereof. It is essential that this minimum endowment be well invested and productive.

In the case of institutions supported or controlled by churches or denominations, it may be allowed that they have a minimum endowment of $300,000 provided that they have annual contributions regularly paid of $5,000 income for each $100,000 endowment that may be lacking. In the case of Catholic Institutions, contributed life service may be allowed to substitute for the annual support, but the minimum of $300,000 endowment is expected in any event.

If an institution gives graduate or professional or specialized service in addition to the program of arts and sciences, larger support will be expected.

8. Instructional Expenditures

The percentage of income spent on the more direct instructional processes is an important factor in measuring a college program. To arrive at the figure desired, there should be added the following items: (1) the total salaries of the teaching staff (omitting administrative officers); (2) the expenditures of the library for salaries of librarians, the purchasing of books and periodicals, and binding; and (3) the expenditures for classroom and laboratory supplies, but not permanent equipment. The total sum thus derived should be divided by the average number of students attending the institution during the regular session of nine months, excluding the summer session, and the results should indicate an expenditure of not less than $150 per student annually.

9. The Library

Since in many respects the library is the heart of the college, its effectiveness is one of the surest tests of institutional worth. The collection of books and periodicals should be tested frequently by comparison with the Shaw list or other standard guides. The building should be well lighted, protected as far as possible against fire, and equipped with adequate working quarters for the staff. There should be a live and well distributed collection of at least 12,000 volumes exclusive of duplicates and government publications. There should be an expenditure of an average of $5.00 per student for books, periodicals, and binding. The librarian or librarians should be well trained and experienced, and should have faculty rank. The salaries for the staff should average not less than the equivalent of $5.00 a student enrolled in the institution. In case graduate work, professional training, or other specialized services are attempted, heavier expenditures than those above permitted should be expected. A careful record should be kept to show the use of the library by faculty and students; and arrangements should be made so that all students may receive instruction from time to time in the use of the library.

10. Physical Plant and Equipment

The buildings and grounds for an institution must be judged by the program of service it undertakes to render. There should be sufficient land or a campus to

provide for the buildings needed and give an opportunity for recreational activities. The buildings should be located and constructed so as to be suitable for class work, laboratories, administration, health, recreation, dormitory facilities, and student activities. Lighting, heating, ventilation, and general sanitary conditions should be carefully provided. The care and upkeep of the buildings should be factors in determining the effectiveness of the plant.

11. Student Personnel Work

Provision should be made for handling students as individuals, including careful records, academic and personal, counseling, as to the college program and personal problems, physical examinations for tuberculosis and other physical defects, vocational and placement advice. All such service in each institution should be carefully correlated, whether rendered by students, faculty, administrative officers, or alumni.

12. Extra-Curriculum Activities

The extent to which student activities add to the educational efficiency of an institution or detract from it will determine their value. The entire program should be under faculty supervision. The participation of students should be as far as possible on a fair try-out basis. Fraternities or social clubs should not initiate members until their academic standing is fully approved. The "spoils system" in student elections should be eliminated. The financial programs of all extra curriculum activities should be audited, reported to students and faculty, and careful management assured.

13. Intercollegiate Athletics

It is essential that there be faculty control of all phases of intercollegiate athletics. This should cover specifically the admission of students, the choice of studies to be pursued, the grades attained, scholarship aid permitted, and other similar details. Athletes should have the same treatment as other students in these matters. The athletic coaches should be regular members of the faculty, appointed as other members, with tenure and remuneration suitable to the faculty scale.

The financing of athletics should be a function and responsibility of the institution and under the control of the administration. Purchases should be made on requisition forms and all receipts and expenditures should be shown in detail in the college audit. Debts and assets should be the institutional responsibility.

All members of this Association which engage in intercollegiate athletics should hold membership in some athletic conference or association of approved standing and requirements. Exemption from this requirement may be granted for reason by the Commission on Institutions of Higher Education.

14. General Administration

The members of the board of trustees should be chosen because of their ability and willingness to serve the institution without selfish motives. Responsibility for the college administration should be centered in the president or chief executive officer with other officers responsible to him. Tenure should be relatively secure. Nepotism in appointments should be strictly avoided throughout the institutional organization. No one college officer or trustee should have charge of the making of investments or handling the finances.

There should be a carefully prepared budget each year and centralized purchases and records. Departmental officers to whom definite responsibility has been assigned should be supported by the administration so as to develop loyalty and enthusiasm.

15. Special Activities or Relations

General standards set up for the regular session of nine months as outlined herein are expected to be applied to other activities or relations of each institution. If a college or university is a member of a state system or a denominational group and is required to accept credits of other members or units of the system, then *every member or unit* of such a system must make reports and be approved by this association. This applies also to branches or junior colleges operated by any institution.

Work done for degree credit in summer schools, extension service, correspondence studies, or accepted for credit by any institution when done under auspices of some other college or university must be strictly administered. Such work must be done under conditions which approximate those of the regular college term as to entrance requirements and supervision, the training and remuneration of the faculty, teaching loads, library and laboratory facilities, and the like.

16. Alumni Records and Contacts

If adequate information were obtainable in regard to the attitude and achievements of those who have attended an institution, it would serve as a sufficient single standard for accrediting. It is important for a college or university to keep careful records in the Registrar's office, or in a supervised alumni office or elsewhere, not merely for a few outstanding graduates but for all who have attended. These records should show those who have gone on for further study, should indicate the occupations followed, contributions to public or community service, and other items that may measure the influence of the institution in church or state. A college or university should consider carefully the carrying on of an educational program among its alumni. These should be encouraged to maintain an interest in their Alma Mater and contribute to its support, but care should be taken that they do not dominate the policies and programs of the institution.

17. Graduate Work

The giving of degrees beyond the baccalaureate level is not permissible unless the undergraduate foundations are carefully laid and the institutional support is unusually strong. For the giving of the M.A. degree an institution should have an institutional expenditure a student of not less than $250.00 as interpreted in Standard eight, and should have faculty training and remuneration and teaching loads, as well as library expenditures and facilities, distinctly above the average. Advanced degrees should be limited and awarded according to the best recognized standards for such work. No university should offer the doctorate unless in addition to meeting the conditions above enumerated the institution is outstandingly strong.

18. Professional Schools or Departments

Any institution which operates a professional school or department must meet the general requirements above outlined for the baccalaureate work and in addition must have support or resources which will insure the maintenance of such special work without weakening or jeopardizing the undergraduate program. All such professional schools must be recognized by the appropriate national association or standards when such are available, but this Association may also check the efficiency of the same.

19. Standing in the Educational World

There are many varieties of institutions in the membership of the Association, and there is no desire to standardize or cut them to a pattern. The records made by

the students of any institution in other colleges or universities to which they may have transferred will be an important factor in determining its effectiveness.

20. Maintenance of Educational Ideal

The tone of an institution is one of the most important factors in its recognition. Fairness in recruiting students, truthfulness in publications and on the part of those who represent the institution in soliciting students, or in other relations, conservatism in granting honorary degrees, and a spirit of coöperation in educational work, and saneness in the awards of scholarships and loan funds are factors of importance in judging any institution.

On motion of President McCain seconded by President Jack the resolution that the new standards adopted be followed in the reports for 1939-40 was approved unanimously by the Commission.

President Paul Palmer of the Commission on Secondary Schools presented the report of the joint committee of the three Commissions relative to a substitute for the college freshmen grades report. This report upon proper motion was referred to the Executive Council for consideration and recommendation back to the Commission.

The Chairman announced that the Commission on Institutions of Higher Education would meet Wednesday afternoon to receive further reports from the Council and to transact any business that might arise.

Chairman Carmichael announced that the Commission on Institutions of Higher Education would meet at 2:00 p.m. Wednesday afternoon with the Committee on Research and Curricular Study.

On proper motion duly seconded the meeting of the Higher Commission was adjourned.

(Signed) O. C. Carmichael, *Chairman.*
Alexander Guerry, *Secretary.*

MEETING OF WEDNESDAY AFTERNOON, MARCH 30, 1938

The meeting of the Commission on Institutions of Higher Education was called to order at 5:00 p.m. by Chairman O. C. Carmichael, presiding.

Secretary Guerry presented the recommendations of the Executive Council to the Commission as follows:

REPORT OF THE EXECUTIVE COUNCIL TO THE COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

The Executive Council recommends:

That the proposal of the Committee on Triennial Reports with regard to change of name of the Committee and change of reports be approved by the Commission as follows:

"The name of the Committee on Triennial Reports shall be changed to that of Committee on Reports.

"The policy of Triennial Reports shall be discontinued.

"A plan of annual reports shall be adopted covering such standards as the Committee may wish to investigate from year to year or such information as the Committee may wish to obtain.

"The Committee on Reports shall have the power to call reports on particular subjects and standards during any year from the entire membership whenever the committee so desires and for a complete or special report from any institution whose general status requires special study and consideration.

"It shall not be obligatory upon the Committee on Reports to demand a report from all member colleges every year.

"The Commission or the Executive Council shall have authority to direct the Committee on Reports to call for whatever reports the Commission or the Council desires."

[A motion made by President Hubbard and seconded by President Parkinson that the Commission approve this recommendation was passed unanimously by the Commission.]

That the Texas Athletic Conference be allowed to continue for another year its experiment of playing freshmen in intercollegiate athletic contests.

[The motion made by President Jack and seconded by Professor Hooper that the Commission approve this recommendation was passed unanimously by the Commission.]

That the report and proposals of the special joint committee of the three commissions relative to a substitute for the college freshman grades report be approved as follows:

1. It is recommended that the Commission on Secondary Schools appoint a standing committee of not less than five members, representing the various types of secondary schools and colleges, to study the achievement of high school seniors and college freshmen students and significant factors related thereto.
2. It is recommended further that this committee be empowered to designate a person or agency to initiate the study of college freshmen achievement along the lines of the Richmond report and that a budget provision of not less than $300 or more than $500 be made available to the committee for the impending fiscal year.
3. It is recommended further that this standing committee be empowered to study and make recommendations from time to time by way of increasing the scope and usefulness of this type of research and to draw on, in an advisory capacity, other persons both in and out of the Commission on Secondary Schools as may be deemed advisable.

Respectfully submitted,

PAUL P. BOYD, for the Commission on Institutions of Higher Education;
H. L. GARRETT, for the Commission on Curricular Problems and Research;
PAUL L. PALMER, *Chairman*, for the Commission on Secondary Schools.

[A motion made by Secretary Guerry and seconded by Dean Boyd that the Commission approve this recommendation was passed unanimously by the Commission.]

That the Report and Findings of the Report of the Committee on Triennial Reports be approved by the Commission as follows:

The Committee on Triennial Reports had before it regular triennial reports from thirty-seven institutions. In addition fifteen institutions who reported last year were asked to report again, and special reports were requested from nine additional institutions concerning standards about which the Committee was not fully satisfied and desired additional information.

The Committee has noted with pleasure marked progress in meeting standards on the part of many of the institutions that reported. Many of these institutions have made decided improvement financially and, in addition, are meeting more nearly the other standards of the Association. However, in spite of this fact, the large number of member institutions that are not meeting the standards is a matter of grave concern to the Committee.

The three standards adopted as a working basis for the session of 1937-38; namely, a minimum salary of $2,700 for professors, $2,100 for associate professors, $1,800 for assistant professors, $1,350 for instructors; of $150 per student for educational expenditures; and of three dollars per student for library expenditures for books and periodicals should, in the opinion of the Committee, be continued for the session of 1938-39.

The Committee took the following action in regard to the institutions named below:

Institutions placed on probation:

Bridgewater College
Erskine College
Florida-Southern College
(Special Study requested)
Louisiana Polytechnic Institute
Lynchburg College

Institutions now starred and continued to be starred for failure to meet one or more standards:

Georgetown College
Limestone College
Emory and Henry College
Blue Mountain College
Mary Hardin-Baylor College
Baylor University
Howard College
Centenary College
Judson College
Hardin-Simmons University
Shorter College
College of William and Mary
(Failure to meet Standard 18)

Institutions now starred and restored to good standing:

Greensboro College

Additional institutions starred for failure to meet one or more standards:

Newberry College
Lincoln Memorial University
Loyola—New Orleans
Carson-Newman College
Mississippi Delta State Teachers College

The Committee deplores the lack of uniform administration of standards as between the Committee on Admission of New Members, the Committee on Triennial Reports, and the Executive Council and strongly approves the suggestion that these groups meet in advance of the next annual session for the purpose of securing more unanimity of action.

The Committee desires that the present plan of a preliminary meeting of the Committee for the purpose of considering reports in advance of the annual session be continued and that the Chairman of the Committee and the Executive Secretary be authorized to set the date of this meeting.

Respectfully submitted,
Triennial Reports Committee,
L. H. Hubbard, *Chairman.*

[A motion made by Secretary Guerry and seconded by Dean Wilson that the Commission approve this recommendation was passed unanimously by the Commission with the amendment suggested from the floor and accepted by Secretary Guerry and Dean Wilson as part of the motion that the figures for the salary of instructor be placed at $1,200 instead of $1,350 as set forth in the report.]

That the Executive Council, the Committee on Reports, and the Committee on New Members meet in conference to determine details of procedure and specific emphasis in the interpretation of standards before the several committees begin their functions at the next meeting of the Association.

[The motion made by Secretary Guerry and seconded by President McConnell that the Commission approve this recommendation was passed unanimously by the Commission.]

That it is the desire of the members of the Commission that the present date of the annual meeting of the Southern Association be maintained for another year.

[The motion made by Secretary Guerry and seconded by Registrar McGinnis that the Commission approve this recommendation was passed unanimously.]

That the Council request the Executive Committee to consider an increase in fees of senior colleges not to exceed $75 and of junior colleges not to exceed $50 to meet the needs of the Association and of the Commission.

[The motion made by Secretary Guerry and seconded by Dean Wilson that the Commission approve this recommendation was passed unanimously.]

That Trinity University be continued on probation and that a letter be written by the Chairman of the Commission to the president of the institution setting forth its points of weakness.

[The motion made by Secretary Guerry and seconded by President Jack that the Commission approve this recommendation was passed unanimously.]

That Brenau College be placed on probation and that a letter be sent by the Chairman of the Commission to the president of the college setting forth the institution's elements of weakness.

[The motion made by Secretary Guerry and seconded by Dean Boyd that the Commission approve this recommendation was passed unanimously.]

That the report and recommendations of the Committee on Non-Member Colleges be approved by the Commission as follows:

To the Commission on Institutions of Higher Education:

Your Committee on Non-Member Colleges submits the following report:

1. The reports of nineteen colleges were carefully examined. Representatives from twelve of these were interviewed.
2. A number of the institutions have made distinct progress during the past year.
3. The following institutions were referred to the Committee on New Members for interviews concerning the possibility of special studies before the 1939 meeting of the Association:
   Asbury College
   Elon College
   Milligan College
   St. Mary's University
4. Since the Non-member list is to be discontinued at the 1939 session of the Association your Committee recommends that all the present members be retained until that time.
5. Your Committee feels that seven or eight of the non-member colleges are making such progress that they should be able to meet the standards of the Association within the next few years if they continue to work as they have during the past year. Specific suggestions were made to the presidents and every step forward was commended.

Respectfully submitted,
C. R. Endsley,
J. H. Workman,
H. N. Sherwood,
E. A. Bechtel,
Edgar K. Smith,
W. S. Allen, *Chairman.*

[The motion made by Secretary Guerry and seconded by Dean Wilson that the Commission approve this recommendation was passed unanimously by the Commission.]

That upon the recommendation of the Committee on New Members Nazareth College be admitted to membership in the Southern Association.

[The motion made by Secretary Guerry and seconded by Professor Hooper that the Commission approve this recommendation was passed unanimously by the Commission.]

That upon the recommendation of the Committee on New Members State Teachers College at Livingston, Alabama, be admitted to membership in the Southern Association.

[The motion was made by Secretary Guerry and seconded by Professor Hooper that the Commission approve this recommendation was passed unanimously.]

That upon the recommendation of the Committee on New Members Columbia College be admitted to membership in the Southern Association.

[The motion made by Secretary Guerry and seconded by Registrar McGinnis that the Commission approve this recommendation was passed unanimously.]

That special studies be authorized for Asbury College, Tennessee Polytechnic Institute, and the University of Miami.

[The motion made by Secretary Guerry and seconded by Dean Wilson that the Commission approve this recommendation was passed unanimously by the Commission.]

That special studies be authorized for Elon College and St. Mary's if these institutions desire special studies.

[The motion made by Secretary Guerry and seconded by Dean Wilson that the Commission approve this recommendation was passed unanimously by the Commission.]

That upon the recommendation of the Committee on Junior Colleges, Young Harris Junior College of Georgia be admitted to membership in the Southern Association.

[The motion made by Secretary Guerry and seconded by President Jack that the Commission approve this recommendation was passed unanimously by the Commission.]

That upon the recommendation of the Committee on Junior Colleges, Lon Morris Junior College be removed from probation.

[The motion made by Secretary Guerry and seconded by Professor Baker that the Commission approve this recommendation was passed unanimously by the Commission.]

That upon the recommendation of the Committee on Junior Colleges that Andrew Junior College, Pearl River Junior College and Whitworth Junior College be continued on probation.

[The motion made by Secretary Guerry and seconded by Professor Baker that the Commission approve this recommendation was passed unanimously by the Commission.]

That upon the recommendation of the Committee on Junior Colleges special studies be authorized for East Central Junior College of Mississippi and Jones County Junior College of Mississippi.

[The motion made by Secretary Guerry and seconded by Professor Baker

that the Commission approve this recommendation was passed unanimously by the Commission.]

That the interpretation of the Special Study Requirement be that the special study must be made within eighteen (18) months preceding the meeting of the Association to which application for admission is presented and that the fee of $300.00 not be required unless two years have elapsed since a previous study was made.

[The motion made by Secretary Guerry and seconded by Dean Wilson that the Commission approve this recommendation was passed unanimously by the Commission.]

That the following Committee on Revision of Junior College Standards, as selected by the Chairman of the Commission, be approved by the Commission.
President H. G. Noffsinger of Virginia Intermont College, Chairman
Dean J. E. Burk, Ward-Belmont School
Dean H. E. Jenkins, Tyler Junior College
President J. C. Rogers, North Georgia Junior College, Dahlonega, Georgia

[The motion made by President Jack and seconded by Dean Barnwell that the Commission approve this committee was passed unanimously by the Commission.]

President J. R. McCain, Chairman of the Nominating Committee, presented the report of the Nominating Committee as follows:

REPORT OF NOMINATING COMMITTEE

The Nominating Committee was uncertain as to whether the members of the Class of 1938 were eligible for re-election under our present Constitution and requested the advice of the Executive Committee. The ruling was made that all members of this class are eligible for continued service. The Committee nominates for the class of 1941, as follows:

College Members

President Theodore H. Jack, Randolph-Macon Woman's College
President C. C. Sherrod, State Teachers College, Johnson City, Tennessee
Dean Paul P. Boyd, University of Kentucky
President L. H. Hubbard, Texas State College for Women
Chancellor A. B. Butts, University of Mississippi
President W. S. Allen, John B. Stetson University
Dean T. J. Wilson, Jr., University of North Carolina
President J. T. Davis, John Tarleton Agricultural College
President W. J. McConnell, North Texas State Teachers College
Registrar Howard McGinnis, East Carolina Teachers College

School Members

Principal W. A. James, Galveston, Texas
President C. R. Endsley, Sweetwater, Tennessee
Superintendent A. C. Flora, Columbia, South Carolina
Superintendent E. K. Smith, Ashland, Kentucky
Assistant Superintendent H. Reid Hunter, Atlanta, Ga.

In the Class of 1940, there are two vacancies on account of the withdrawal from their institutions of President E. L. Stephens and President J. L. Skinner. For these positions we recommend:

Dean Fred C. Frye, Louisiana State University
Dean H. E. Jenkins, Tyler Junior College, Tyler, Texas

In the Class of 1939, there are two vacancies due to the retirement of Dean E. A. Bechtel from his institution, and the resignation of President J. L. Newcomb from the Commission. For these positions, we recommend:

President Rufus C. Harris, Tulane University
Professor W. H. Faulkner, University of Virginia

Respectfully submitted,
C. A. Brown,
H. G. Noffsinger,
J. R. McCain, *Chairman.*

There were no other nominations. President McCain moved that the report of the Nominating Committee be approved and that the Secretary be instructed to cast the ballot of the Commission for those nominated to membership on the Commission on Institutions of Higher Education. Superintendent Watkins seconded the motion. The motion was carried by unanimous vote.

On motion of Secretary Guerry, seconded by Superintendent Watkins, resolution was passed unanimously that Chairman of Commission be authorized to name members of Commission to membership on Committees and to appoint Committees necessary for the work of the Commission.

Dean Boyd moved and Superintendent Watkins seconded motion that the Executive Council arrange the work of the Committees of the Commission in such a manner that the members of the Committees shall have opportunity to attend the meetings of the Commission. The motion was passed unanimously.

On proper motion the meeting of the Commission was adjourned by the Chairman.

(Signed) O. C. Carmichael, *Chairman.*
Alexander Guerry, *Secretary.*

MEETING OF THE EXECUTIVE COUNCIL FOR THE COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION, FRIDAY MORNING, APRIL 1, 1938

The meeting of the Executive Council was called to order at 8:00 a.m. Friday by Chairman Carmichael, with Chairman Carmichael presiding. The Secretary certified that a quorum was present. Chairman Carmichael stated that many members of the Commission had requested that action by the Southern Association on the new standards as presented by the Committee on Standards and approved by the Commission be postponed one

year. He said that for this reason he had called this special meeting of the Executive Council to give further consideration to this matter and to recommend postponement of action by the Association if it seemed advisable to the Council. He stated further that in this instance the Executive Council would act for the entire Commission on Institutions of Higher Education without calling an extra session of the Commission.

Chairman Carmichael also reminded the Executive Council that the Council and the Commission had not taken action with regard to the Peabody junior college experiment.

Secretary Guerry moved that the Executive Council of the Commission in meeting Friday Morning, April 1, 1938, recommend to the Association:

1. That action on the proposed standards for member Colleges be postponed until the next meeting of the Southern Association of Colleges and Secondary Schools and that a copy of the proposed standards as approved by the Commission on Institutions of Higher Education be published in the report of the proceedings of this meeting of the Association.
2. That the Peabody junior college experiment be continued for another year.

Superintendent Brown seconded the motion. The motion was passed unanimously with instructions to the secretary to present this resolution as a special report to the Secretary of the Association.

Upon proper motion the Executive Council adjourned.

(Signed) O. C. Carmichael, *Chairman.*
Alexander Guerry, *Secretary.*

MEETING OF FRIDAY MORNING, APRIL 1

The meeting of the Commission on Institutions of Higher Education was called to order following the final adjournment of the Southern Association at 11:30 a.m. with Chairman Carmichael presiding. The Secretary certified that a quorum was present. The report of the Nominating Committee with regard to officers of the Commission, members of the Executive Council, and membership of the Committees of the Commission was presented by Superintendent Brown for Chairman McCain who was absent. The report was as follows:

OFFICERS

Chairman of the Commission, O. C. Carmichael
Secretary of the Commission, Alexander Guerry

COMMITTEE ON STANDARDS

J. R. McCain, Chairman
P. P. Boyd
B. L. Parkinson
W. J. McConnell
T. H. Jack
Howard McGinnis
Alexander Guerry
E. K. Smith
W. D. Hooper
O. C. Carmichael

COMMITTEE ON NEW MEMBERS

T. J. Wilson, Jr., Chairman
L. T. Baker
Omer Carmichael
W. H. Faulkner
Fred C. Frye
S. B. Tinsley
C. H. Barnwell
J. J. Tigert

COMMITTEE ON JUNIOR COLLEGES

H. G. Noffsinger, Chairman
A. B. Butts
H. E. Jenkins
C. C. Henson
J. D. Hoskins
J. T. Davis
Reid Hunter
C. K. Joyner
W. A. James
C. R. Wilcox
H. S. Burdette
G. J. Cain

COMMITTEE ON NON-MEMBERS

W. S. Allen, Chairman
C. R. Endsley
A. C. Flora
J. H. Workman
H. N. Sherwood
H. D. Wolff

COMMITTEE ON TRIENNIAL REPORTS

L. H. Hubbard, Chairman
W. P. Few
C. A. Graeser
C. C. Sherrod
R. H. Tucker
R. H. Watkins
C. A. Brown
T. H. Napier
Rufus C. Harris

COUNCIL

O. C. Carmichael, Chairman
Alexander Guerry, Secretary
T. J. Wilson, Jr.
C. H. Barnwell
J. R. McCain
C. A. Brown
T. H. Jack

Committee: C. A. Brown,
H. G. Noffsinger,
J. R. McCain, *Chairman.*

There were no other nominations. Superintendent Brown moved the adoption of the report. Superintendent Watkins seconded the motion. The motion was passed unanimously and the Secretary was instructed to cast the ballot of the Commission for the nominees.

Secretary Guerry moved that the Commission authorize the Chairman to appoint such special committees as had been provided for by the action of the Committee. Dean Barnwell seconded the motion and it was passed unanimously by the Commission.

On proper motion duly seconded the Commission on Institutions of Higher Education was adjourned by Chairman Carmichael sine die.

(Signed) O. C. Carmichael, *Chairman,*
Alexander Guerry, *Secretary.*

The Commission on Curricular Problems and Research

Organized by the Association in December, 1935

OFFICERS 1938-1939

Chairman: Dean K. J. Hoke, College of William and Mary, Williamsburg, Virginia

Secretary: L. Frazer Banks, Assistant Superintendent of Schools, Birmingham, Alabama

Executive Committee: Sidney B. Hall, State Superintendent of Public Instruction, Richmond, Virginia; Doak S. Campbell, Director, Division of Supervision, George Peabody College for Teachers, Nashville, Tennessee; Henry H. Hill, Superintendent of Schools, Lexington, Kentucky; Edgar W. Knight, Professor of Education, University of North Carolina, Chapel Hill, North Carolina; P. A. Roy, S.J., Loyola University, New Orleans, Louisiana

MEMBERS FROM INSTITUTIONS OF HIGHER EDUCATION	*Term Expires March*
A. R. Mead, Director of Training School, University of Florida, Gainesville, Florida	1939
Harry Little, Dean, Georgia State College for Women, Milledgeville, Georgia	1939
P. A. Roy, S.J., Loyola University, New Orleans, Louisiana	1939
Edgar Knight, Professor of Education, University of North Carolina, Chapel Hill, North Carolina	1939
W. H. Washington, Dean, Clemson College, Clemson, South Carolina	1939
Lawrence Derthick, Assistant High School Supervisor, Department of Education, State Teachers College, Johnson City, Tennessee	1939
Floyd Emmett Farquear, Dean, School of Education, University of Mississippi, University, Mississippi	1940
J. C. McElhannon, Professor of Education, Baylor University, Waco, Texas	1940
Zebulon Judd, Dean, Alabama Polytechnic Institute, Auburn, Alabama	1941
William S. Taylor, Dean, College of Education of University of Kentucky, Lexington, Kentucky	1941
K. J. Hoke, Dean, College of William and Mary, Williamsburg, Virginia	1941

MEMBERS FROM SECONDARY SCHOOLS	
R. L. Carter, Principal, Plant City, Florida	1939
H. V. Cooper, Superintendent, Vicksburg, Mississippi	1939
Fred C. Ayer, Professor of Educational Administration, University of Texas, Austin, Texas	1939
L. Frazer Banks, Assistant Superintendent of Schools, Birmingham, Alabama	1940
Hayden C. Bryant, Principal, Druid Hill School, Atlanta, Georgia	1940
H. H. Hill, Superintendent, Lexington, Kentucky	1940
E. H. Garringer, Principal, Charlotte High School, Charlotte, North Carolina	1940
S. G. Lucky, Principal, Bastrop High School, Bastrop, Louisiana	1940
W. G. Rose, Supervisor Intermediate and High Schools, Knox County, Knoxville, Tennessee	1941
W. F. Loggins, Superintendent, Sumter, South Carolina	1941
Fred Alexander, Director of Negro Education, State Department of Education, Richmond, Virginia	1941

MEMBERS AT LARGE

R. E. Wager, Head of Department of Education, Emory University, Atlanta, Georgia 1939

H. L. Garrett, Professor of Education and Director of Graduate Studies in Education, Louisiana State University, Baton Rouge, Louisiana 1940

S. B. Hall, State Superintendent of Public Instruction, Richmond, Virginia 1940

Walter D. Cocking, University of Georgia, *vice* President Raymond A. Kent, resigned 1940

Doak S. Campbell, Director Division of Surveys, Peabody College, Nashville, Tennessee 1941

W. C. Jones, Dean, Eastern Kentucky State Teachers College, Richmond, Kentucky 1941

J. C. Matthews, Assistant Superintendent in Curriculum and Textbooks, State Department of Education, Austin, Texas 1941

Gordon Singleton, Dean, School of Education, Mercer University, Macon, Georgia 1941

Report of the Commission on Curricular Problems and Research

MEETING OF TUESDAY MORNING, MARCH 29, 1938

The meeting was called to order by H. H. Hill, who announced that Chairman Dean Hoke was detained on account of serious illness. In the absence of Secretary Frazer Banks, who was also absent because of illness, D. S. Campbell was asked to act as secretary pro-tem.

The Chairman read a report on the problems and procedures of the Commission to date.

REPORT ON THE PROBLEMS AND PROCEDURES OF THE COMMISSION

By L. Frazer Banks, *Secretary*

The Commission on Curricular Problems and Research was authorized by the Southern Association in December, 1935. Two months later, February 15, 1936, it was organized in Atlanta, Georgia. At that time many possible studies were discussed. An Executive Committee was elected with instructions to make recommendations. The next day the Executive Committee met and outlined procedures for proposing studies and for selecting those to be undertaken.

In December, 1936, the Executive Committee recommended to the Commission a coöperative study between high schools and colleges. This was approved, with a tentative budget for the same, by the Commission, the Executive Committee of the Association, and by the Association. The Commission recommended a study of various types of practice teaching. At the request of the Executive Committee of the Association, our Committee undertook to make a study of state departments of education.

Since the last annual meeting of the Executive Committee, the Commission has worked particularly on the coöperative study between high schools and colleges. A request was made to the General Education Board for funds. At the suggestion of some of the officials of this board, the original budget was expanded to include a coördinator with clerical assistance, who would visit the schools applying and help them in working out their problems and plans. After further deliberation it was decided to make 1937-38 a foundation or preliminary year, during which school officials would have an opportunity to confer with the coördinator on the ground, and at the end of which time the schools to participate in the study would be selected. Both of these decisions have proven to be wise. Dr. Frank L. Jenkins was selected as coördinator and has been in the field several months, visiting many of the applying schools.

As a basis for procedure, each state secondary committee was asked to become a state steering committee for the project with the request, but not mandate, that it include on the steering committee the members of the Commission on Curricular Problems and Research resident in the state. Such a steering committee has been formed in each of the eleven states.

Each state steering committee was asked to recommend three to six high schools for participation in the study. Our Executive Committee is to select approximately three from each state for final participation. These recommendations have been made and Dr. Jenkins has visited most of the schools, usually with the State High

School Supervisor or other persons designated by the state steering committee. No school has been visited, and no school will be considered except at the request of the state steering committee.

At present 16 schools have been approved tentatively by your Executive Committee and, if our action is approved at this annual meeting, the chairman of the state steering committee concerned will be so notified immediately.

Plans are now underway for more definite coördination of the study through an advisory council composed of representatives from all three commissions. The Commission on Institutions of Higher Education will be asked (1) to recommend that its members waive rigid entrance requirements for the participating schools, and (2) to advise with our Committee in its guidance of the participating schools with their plans.

The officials of the General Education Board have been interested and most kind to our Committee. Somewhat at their suggestion, the study has been expanded beyond the original plan. The General Education Board has supplemented Association funds with a much larger budget than we had expected. At present there is pending with the Board our application, approved by the Executive Committee of the Southern Association, for a budget for five years of this study with the statement that the request will be renewed for another term of years if our experience justifies it.

The members of your Executive Committee and the high school supervisors of the Southern States were the guests of the General Education Board at a conference on problems of secondary education in the South. This was held in Atlantic City in October, 1937, and was most profitable in this study. Many doors have been opened for Dr. Jenkins to attend conferences, committee meetings, etc., where studies or problems similar to ours were under discussion. When we found that we needed a summer conference of official representatives of each participating school and asked the General Education Board for the money necessary, the Board had already made appropriations to the Progressive Education Association for this purpose. The officials of the Board, however, forwarded the application to the Progressive Education Association with the suggestion that the money planned for the conference in the South be assigned to us. The Progressive Education Association did this. As a result your committee will have complete control of, operate through Dr. Jenkins as director, and finance with the General Education funds, a Southern Association Summer Conference for Secondary School Teachers. This will be held at Vanderbilt for six weeks beginning July 15, 1938, and attendance will be limited to representatives from the high schools selected for participation in the study. We should be grateful to the General Education Board and its officials for this help.

Dr. Campbell is assembling the information about state departments of education, and will make the report as soon as the material is ready.

Not much progress was made on the study of practice teaching methods, since the Commission found the first study so much more complex and time-consuming than had been anticipated.

As a matter of statistical record, since the last annual meeting in December, 1936, your Executive Committee has held five formal meetings in such widely scattered places as New Orleans, Washington, Atlanta, Birmingham. Most members of the Committee have made trips and held informal conferences in the interest of the work of the Committee.

Dr. Campbell reported on budgets for the Coöperative Study as follows:

1. The sum of $13,500 has been secured from the General Education Board through the Progressive Education Association for a Southern Association Conference for Secondary School Teachers to be held at Vanderbilt University during the summer of 1938. A detailed budget is attached.
2. The sum of $72,000 for the period of July 1, 1938-July 1, 1941, was requested from the General Education Board for continuing the Coöperative Study. It was reported that this amount has been granted. In addition to the amount from the General Education Board, the sum of $2,500 per year has been allocated by this Association for this purpose.

ESTIMATE OF EXPENSE FOR THE SOUTHERN ASSOCIATION CONFERENCE OF SECONDARY SCHOOL TEACHERS, SUMMER, 1938

I.	Salaries:			
	English, two persons		$ 750.00	
	Social Studies, two persons		750.00	
	Science, two persons		600.00	
	Mathematics, one person		300.00	
	Home Economics, two persons		600.00	
	Evaluation, two persons		700.00	
	Physical Education and Health, one person		500.00	
	Core Curriculum and General Planning, one person		500.00	
	Guidance, one person		450.00	
	Art, one person		300.00	$ 5,450.00
II.	Expenses for Attending Leadership Conference			600.00
III.	Office: Secretarial Help		$ 300.00	
	Office Supplies		400.00	700.00
IV.	Library Supplies			600.00
V.	Expenses of Principals and Teachers Attending Conference:			
	The Study will pay at least half of the expenses, including travel to and from the conference, room and board while at the conference.			
	Expenses per person:			
	Room	$ 22.50		
	Meals	40.00		
	Estimated average travel expense, to and from conference	27.50		
	Total	$ 90.00		
	Half of $90.00	$ 45.00		
	Provision has been made for one hundred and twenty teachers and principals from participating schools to attend the Southern Association Conference.			
	120 x $45.00		$ 5,400.00	5,400.00
VI.	Contingent Fund		750.00	750.00
	Total			$ 13,500.00

Motion was carried that the budgets presented be approved and that the grants from the Foundations be accepted with thanks.

Dr. Frank C. Jenkins, Coördinator of the Study, gave a report on the exploratory study for the past year, and also on the proposed summer conference. Copies of the report are herewith attached.

REPORT ON EXPLORATORY STUDY

By Frank C. Jenkins

The purpose of the Coöperative Study Between Secondary Schools and Colleges is indicated in the following statements, quoted from a document of the Executive Committee of the Commission on Curricular Problems and Research: ". . . to develop an educational program that will more adequately meet the needs of our high school population," and ". . . to develop programs of instruction which are based primarily on fundamental needs of adolescents in a modern democratic society. . . ." An exploratory year was not comprehended in the original plans of this study, but was provided when the necessary funds were secured. The purpose of this year of preliminary investigation has been to find schools with the leadership and facilities, schools that recognize the need of, and have the desire to develop, programs of instruction which are based primarily on fundamental needs of adolescents in a modern democratic society. Plans for the year were designed to accomplish these ends.

Plans for Exploratory Year

An excellent opportunity for reviewing plans for the exploratory year of the Cooperative Study was furnished by the Conference on Secondary Education in the South which met in Atlantic City, New Jersey, October 7, 8, and 9, 1937. This conference was attended by representatives of the steering committee of each of the eleven states comprising the Southern Association, the Executive Committee of the Commission on Curricular Problems and Research, and others. The plans submitted, discussed, and approved, are before you. They include (1) general plans for exploratory year; (2) guides to type of plans that schools may engage in; (3) a form to be used as a guide in visiting high schools, "Significant Information Concerning Schools"; and (4) criteria for selecting schools. Original plans have been adhered to rather closely.

Visits to School

Application for participation in the Coöperative Study Between Secondary Schools and Colleges was made during the spring and summer of 1937. By October there were forty-three applying schools. Had the number remained at forty-three, a complete report could now be made concerning the application of schools for participation in the Study. As schools have been visited by the Coördinator and a representative of the steering committee of each state, requests have been made that additional schools be visited. These requests have always been granted when the procedure established by the Executive Committee has been complied with. This procedure provides that each school make application to the State Steering Committee and submit proposals of the kind of study the school wishes to undertake. These applications and proposals are reviewed by the state committee and recommendations are made that certain schools be considered. Within the past month, five state committees have held official meetings and made recommendations of additional schools to be visited. While this action has complicated the plans of the Coördinator, it has splendidly served the interests of the Study. A desirable

list of schools could not have been secured from the original forty-three applicants. The praiseworthy efforts of the state committees, it seems, will make it possible to secure a satisfactory list of schools. The number of applying schools has increased from forty-three to seventy-three. Fifty-four of these have been visited and nineteen are yet to be visited. It is unlikely that the number will exceed eighty.

The two forms before the Commission with this report, "Information Concerning Applying Schools" and "Guides to Type of Plans that Schools May Engage in," have proved to be most helpful for use in visiting schools. Reference to each shows the nature of information sought and the kind of suggestions made in helping teachers with their proposals concerning the improvement of an educational program.

The usual plan employed in visiting a school includes:

1. Conferences of visitors with the superintendent, principal, and others;
2. Much time spent in classrooms, shops, laboratories, library, gymnasium, playgrounds and other meeting places of teachers and pupils;
3. Conferences with teachers;
4. Meeting representative groups of seniors;
5. A faculty meeting;
6. A discussion of findings in each school with the representative of the steering committee.

Schools Recommended

The list of criteria for use in selecting schools is before the Commission. The nature of the evidence needed for items 1, 2, 3, and 4 is documentary. Criterion Number 5, which states that each school should have "Plan that offers promise," is one that must be carefully interpreted. All schools seeking to participate in this Study have submitted some plan. Some of these are recent. Others were submitted prior to October, 1937. A number of these plans have been improved significantly. Yet, it seems clear that help must be given these schools in the development and evaluation of their plans. School staffs are aware of needed changes, but it is difficult while school is in session to do the intensive work necessary for organizing an improved educational program.

Criteria, items 6-12, inclusive, are considered in the report made of each school under the headings:

Community Conditions
Plant
Staff
Instruction
Curriculum
Pupil Activity Program
Guidance
Testing Program
Success of Graduates in College

Criterion 13 concerns the type and size of schools in the Study. Seventeen have been selected by the Executive Committee for participation in the Coöperative Study. Others will be added as visits are completed and reports made. The number of schools recommended at this time could have been larger. It was thought advisable, however, to recommend no more until other schools recommended by state steering committees are visited.

The types of applying schools may be classified as: rural, suburban, town, urban and training school. The approximate percentage of schools of each type is shown by the following distribution:

Type	Percentage
Rural	10
Suburban	15
Town	50
Urban	15
Training School	10

The distribution according to size is as follows:

Size	Percentage
100-199	10
200-299	15
300-399	25
400-499	15
500-999	25
1,000-and above	10

The addition of other schools may affect these distributions slightly.

The remainder of the exploratory year will be given to visiting schools, holding conferences, and completing plans for the Southern Association Conference for Secondary School Teachers. Visits should be completed and all schools selected by May 10. If information from principals and teachers shows that the plan is practicable, a series of four conferences will be held between May 10 and 20 in order to make more adequate preparation for the Southern Conference for Secondary School Teachers which will be held in the summer of 1938.

Present indications justify the conclusion that there are Southern Association high schools that have the leadership and facilities for developing programs of instruction based on fundamental needs of adolescents in a modern, democratic society.

REPORT OF VISIT TO THE SARAH LAWRENCE COLLEGE WORKSHOP

By Frank C. Jenkins

It was my pleasure to visit the Sarah Lawrence Workshop, Bronxville, New York, from July 20 to August 10. This workshop was established primarily for the benefit of the teachers of the Thirty Schools of the Eight Year Study of the Commission on the Relation of School and College. Three other commissions of the Progressive Education Association, Secondary School Curriculum, Human Relations, and Inter-Cultural Relations, met at Sarah Lawrence College at the same time and supplemented the work of the Commission on Relation of School and College. All four commissions were working on problems directly or indirectly concerning the secondary school curriculum.

The purpose of the visit was to understand the influences that have operated in the genesis and development of the Eight Year Study and to learn of the contributions of the workshop that might prove valuable to Southern high schools.

The Eight-Year Study

The Commission on the Relation of School and College was appointed in 1930 and spent three years in making plans. A proposal for coöperation in the study was made to, and accepted by, the colleges. The secondary schools were selected and each one was asked to formulate plans for the realization of its own objectives. In most cases the whole school was not included in the plans. No provision was made then for evaluation of results.

In the spring of 1934 the Commission on Records and Reports sent a battery of

standardized tests to the thirty schools. The results were serious. The Schools were unwilling to administer tests that did not comprehend their peculiar objectives and refused to do so. The difficulty was obviated by the addition, in June, 1934, of an evaluation staff. This staff was charged with the responsibility of measuring the results of the work of each school in terms of its own objectives. Last year the size of the evaluation staff assigned to secondary schools was increased and a college division of four members was organized. In doing this, an effort was made to get outstanding individuals who would have weight in dealing with college authorities in the best institutions of higher learning. Representatives were borrowed from the University of Chicago, Dartmouth, University of Wisconsin, and Wellesley College.

During the summer of 1936 the college division of the evaluation staff set up criteria for getting information concerning the academic success of the student in college, his success in college life, and his success in achieving his own goals. These criteria were organized under nine heads: (1) Intellectual Competence, (2) Cultural Development, (3) Practical Competence, (4) Philosophy of Life, (5) Character Traits, (6) Emotional Balance, (7) Social Fitness, (8) Sensitivity to Social Problems, and (9) Physical Fitness. They also indicated the sources of evidence from which the criteria were derived. The 1936-37 college session was a busy one for them. They worked with freshmen in eighteen colleges that enrolled 332 of approximately 900 graduates from the thirty schools. They visited them, discussed their problems with them, counseled with college deans, and made careful records of interviews.

A curriculum committee, consisting of subject matter specialists in social studies, science, mathematics, language, arts, and physical education, was added to the staff of the Eight Year Study in 1936. This committee works closely in connection with the evaluation staff. Much of the time of both groups is spent in the field visiting schools, working with individual teachers, holding conferences, and directing the activities of inter-school committees in the solution of curriculum and evaluation problems.

The Workshop

Prior to 1936, the Eight Year Study held three annual conferences, the last one, June 24-28, 1935, at Thousand Island Park, New York. The following year an institute was held at Ohio State University for a period of six weeks.

The Sarah Lawrence College Workshop provided opportunity for high school teachers to work intensively upon curriculum and evaluation problems. The ratio of teachers to staff members was five to one. Library, curriculum and evaluation laboratories, stenographic and mimeographing facilities were available. Emphasis was placed on individual and small group activities. Provision was made for the meeting of large groups for considering questions of general interest and for exchanging points of view. A program of meetings was posted a day ahead in order that teachers might make plans to attend meetings and conferences that meant most to them. This was done for the convenience of the teachers. There were no prescribed courses, no fixed schedules, no required class attendance, no written examinations, no marks, and no honor rolls. Teachers were applying the principles of progressive education to themselves. They came with a definite purpose of working on projects growing out of their school work and for the further purpose of keeping up with progressive and worthwhile movements in education. They were given freedom and skillful guidance. They were responsible to themselves, to their schools, and to education.

Group meetings were held each morning from eight-thirty to ten. Sometimes these group meetings were centered around the problems of one or more teachers

or schools. Nearly every morning there were several large and small group meetings. Staff leaders met with some of these groups. There were reports of progress on problems in science, mathematics, English, social studies, art, home economics, evaluation, core curriculum, and aspects of the study of adolescents. From ten to twelve o'clock was usually devoted to individual work by teachers. At this time staff members had office hours and made engagements with individuals or groups to help them with their problems. While the time from noon until two-thirty o'clock was regarded as a lunch and free period, many interesting meetings were held the last hour of this period. Groups frequently met at lunch and engaged in valuable discussions. General sessions were usually held from two-thirty until four-thirty o'clock. These general sessions were given over to considering problems of evaluation, curriculum organization, development of units, adolescent study, the development of a social philosophy, and reports of general interest. Evening meetings were held when needed and called for by teachers. A number of suggested meetings proved most interesting and helpful.

The core curriculum, development of units of instruction, education and the community, guidance, determining needs for curriculum purposes, implications of democracy for the school, and evaluation received emphasis in small and large groups. Attached to this report is a small sample of illustrative material taken in process of production. It indicates direction of thinking rather than a complete product. The full report of the undertakings of the workshop will be available November 15. The illustrative materials of the partial list have the following titles:

"Some Criteria for the Inclusion of Problems in a Core Curriculum";
"Some Suggested Centers for Grouping Pupil Problems in the Core Curriculum" (Tulsa Curriculum Committee);
"A Scheme for Organized Problems in the Core Curriculum" (Tulsa);
"The Experimental Core Curriculum" (Theodore Roosevelt High School, Des Moines, Iowa);
"Education and the Community";
"Entering a New School" (Denver Unit);
"Possible Procedures for Obtaining Tentative Lists of Pupil Needs";
"Classifying a List of Needs for Curriculum Purposes";
"Some Implications of Democracy for the General Life of the School."

Many evaluation instruments were developed and will be contained in the complete report.

Another illustration of the kind of thing done was not complete at the close of the workshop. A certain group worked on the problem of guidance, assuming that the principal work was guidance. They were unwilling to prepare units, and they did not subscribe to the idea of a core curriculum. They were intensely interested in the implications of democracy for the life of the school and worked diligently in order to learn more about adolescents and their needs. This small group was seeking direction and understanding rather than the formulation of definite plans. In the absence of the pupils and the community, they felt that they were able to put little on paper.

Particular mention should be made of the new curriculum and evaluation materials produced and being produced by the Commissions of the Progressive Education Association. A wealth of valuable material is contained in such reports of the Commission on Human Relations as: "Life and Growth," "Society and Family Life," "Literature and Human Relations," and "Do Adolescents Need Parents?" The Commission on Secondary School Curriculum has rendered a valuable service to

science teachers and to education in the production of "Science in General Education." Though it has a title that may suggest subject-matter compartmentalization, the reader sees readily that the volume shows how science content, together with related content in many fields, may be used as a means of meeting the needs of adolescents. "Teaching Creative Writing" and "Democracy and Individualism As Parts of the American Tradition" are among other valuable productions of this commission. The evaluation staffs had many tests and bulletins dealing with aspects of evaluation, such as Anecdotal Records, Evaluation on Mathematics, Interpretation of Data, Evaluation in Reading, Application of Principles, Social Sensitivity, and Measurement of Interests in the Arts.

The atmosphere of the workshop was friendly, helpful, and coöperative. Everyone seemed eager to help another with his problems. There was a pervading freedom of thought and expression. Serious, concentrated, and worthwhile accomplishments were characteristics of the workshop.

Summary

A brief summary of observations might make this report more meaningful. The experience of the Eight Year Study indicates that it would have been helpful to have known more in the beginning about each school, to have selected schools with greater care, to have furnished more guidance earlier, and to have made provision at the beginning for evaluation.

While the operation of the workshop revealed a variety of points of view and probably some practices of doubtful value, the tendency of the whole undertaking was toward a higher level of instruction. It was the opinion of the teachers that the experience was valuable. They appreciated the capable leadership of the staff and the opportunity to adapt the program to their needs. They believed they could do better work because of:

1. An evaluation service that aided in clarifying their objectives and suggested ways of appraising secondary schools in the light of their own purposes;
2. A further insight into the benefits, ways, and means of guidance;
3. A clearer conception of some of the problems of human relations and their meaning for the teacher;
4. Some insight into the implications of democracy for education;
5. A keener appreciation of, and a sensitiveness to, the needs of adolescents.

In conclusion, let me say that the visit to the workshop at Sarah Lawrence College was not only most stimulating professionally, but most delightful personally.

REPORT ON THE SOUTHERN ASSOCIATION CONFERENCE FOR SECONDARY SCHOOL TEACHERS

By Frank C. Jenkins

The Southern Association Conference for Secondary School Teachers will be held on the campus of Vanderbilt University, Nashville, Tennessee, July 18-August 26, 1938. The primary purpose of the Conference is to assist teachers and principals of secondary schools in formulating and organizing plans for the development of an educational program that will better meet the needs of adolescents. One of the criteria set up for the selection of schools for participation in the Coöperative Study Between Secondary Schools and Colleges provides that each school must present a plan that offers promise. Each applying school has presented a plan. A number of the schools that applied last year have made significant changes in their plans.

They have sought to get away from merely juggling subject matter and take into consideration the more fundamental needs of pupils. They have attempted to extend the application of their plans to include all pupils and all teachers in each school. There is need, however, for getting representatives of the participating schools together for intensive work so that each school will be ready to go ahead with a plan that has been carefully thought through and made ready for use. Evaluation is considered an essential part of each plan.

Arrangements have been made with Vanderbilt University to provide facilities for housing and feeding those in attendance. Rooms for women will be available in Wesley Hall and in several homes owned by Vanderbilt University. Men will be housed in Kissam Hall. Meals will be served in the cafeteria of Kissam Hall. A centrally located building, Calhoun Hall, will be used as a general meeting place and will provide office and classroom accommodations. Ample library facilities will be provided by Vanderbilt and Peabody College, working jointly. Rooms for the six-week period will cost $22.50 per person. Meals will cost a dollar a day. The charge for room and meals for the duration of the conference will be $62.50. Meals will not be served on Sunday evening. Most of the rooms are for two persons, some for one. Linen, pillows, maid and janitorial service will be furnished by Vanderbilt University. Teachers are urged to bring blankets, since these will not be furnished. Half of the expenses of each teacher and principal in attendance will be paid by the Coöperative Study. These expenses include room, board, and travel. It will be to the interest of teachers and principals to travel as economically as possible. It is suggested that automobiles be used for transportation when convenient, and that as many as can comfortably do so come in one car.

Accommodations have been provided for a regular enrollment of 120 teachers and principals. In addition, there will probably be a number of visitors for whom provision can easily be made through the office of the Director. Of the 120 regularly provided for, it is desirable that each school have its principal in attendance. Details for securing others to represent the various departments of the school will be worked out as soon as the schools are selected.

Provision will be made on the staff for helping teachers with general plans, evaluation, subject combinations, guidance, and in the fields of English, social studies, science, home economics, physical education, health, mathematics, and the arts. Ample facilities for secretarial work and mimeographing will be provided in order that reports and valuable materials may be put in convenient and usable form.

There will be no regular classes, no set schedule, no courses offered, and no credit received. The work will be based on the problems that teachers bring to the conference. There will be general sessions for all who wish to attend. In addition, there will be special sessions and meetings of individual groups of teachers. A time and place will be provided for meetings of teachers in the various subject fields. Staff members will reserve a part of each day for consultation. Afternoons will be given to recreation. Evening meetings will be held when necessary.

While no attempt will be made for a cut-and-dried procedure by prearranging a complete, set schedule of offerings, plans will be made to get the Conference under way as smoothly as possible. During the first two days forward-looking curriculum practices in the secondary schools of America will be adequately and comprehensively presented to the group. It is likely that a summary of worthwhile materials resulting from this presentation and consequent discussion will be mimeographed and kept for later use. After this, representatives of each school will be given an opportunity to present for discussion and suggestions their plans and proposals for improving the educational opportunity of their particular schools and communities.

Members of the staff will be ready to assist these groups before and after the presentation of their plans. Many matters of general, special, and individual interest should result from this procedure. Serious efforts will be made to provide intelligent assistance in helping teachers to meet their instructional needs. Suggestions of teachers and principals as to what may be helpful to them will be given most careful consideration at the frequent staff meetings that will be held throughout the conference.

It is hoped that attendance at the Southern Association Conference for Secondary School Teachers may prove to be a delightful experience. In addition to offering opportunity for professional stimulation, much will be done to provide recreational and social events that will be enjoyed by all.

By motion the Commission on Higher Institutions was requested to provide a committee of three representatives of higher institutions who would act in an advisory relation with the Commission on Curricular Study and Research in carrying forward the Coöperative Study. This motion was passed unanimously.

Upon motion the Chairman was authorized to appoint a committee of three to nominate members of the Commission and officers for the ensuing year.

The session adjourned.

MEETING OF TUESDAY AFTERNOON, MARCH 29, 1938

The meeting was called to order by D. S. Campbell, Acting Chairman.

Dr. Hill announced the following Committee on Nominations: Dean F. E. Farquear, Chairman, S. G. Luckey, and J. C. McElhanon.

Dean Farquear made a report of the study by the Committee on the Definition of Requirements in the Biological and Physical Sciences in the High Schools.

COMMISSION ON CURRICULAR PROBLEMS AND RESEARCH REPORT OF THE COMMITTEE ON THE DEFINITION OF REQUIREMENTS IN THE BIOLOGICAL AND PHYSICAL SCIENCES IN THE HIGH SCHOOL

By F. E. Farquear, *Chairman*

By invitation of Dean K. J. Hoke, Chairman of the Commission on Curricular Research, I am making a tentative report for my committee on a study of the definition of science requirements for the high school.

In August, 1936, Superintendent H. B. Heidelberg of Clarksdale, Mississippi, then President of the Southern Association, received a letter from the College Entrance Examination Board of New York, requesting assistance from the Southern Association in the revision of existing definitions of the biological and physical sciences of the College Entrance Examination Board. No action was taken relative to this request at this time by the Southern Association since there was no committee or commission organized to undertake the proposal. In February, 1937, the same request was made of the Commission on Curriculum Research. The Executive Committee of our Commission agreed that assistance should be given, if possible. Thereupon Dean Hoke asked that I undertake the task, associating with me several

teachers of science. The committee that was selected from the faculty of the University of Mississippi is composed of Dr. V. A. Coulter, Professor of Chemistry and Dean of the College of Liberal Arts; Dr. R. J. Nichols, Assistant Professor of Biology; Mrs. S. C. Gladden, Assistant Professor of Physics; Miss Louise Ballhaussen, Acting Head of Department of Science, University High School; and Mr. R. C. Cook, Associate Professor of Education and Director of University High School.

In familiarizing ourselves with the request of the College Entrance Examination Board, we found a desire to make definitions of the sciences more general than was previously done so as not to place undue restrictions on the curriculum in the high school. There was the opinion that the syllabi or requirements, especially in chemistry and physics, were over-specific. There was also the intention, in the preparation of requirements, to eliminate non-pertinent material and incorporate some of the newer subject matter now missing from the present curriculum requirements in physics and chemistry. Furthermore, it was the purpose of the Board to avoid having requirements prescribe any definite form of instruction, method of preparation, or teaching technique. With these conditions in mind my committee has been at work and at this time may make the following tentative reports concerning physics, chemistry, and biology, respectively.

Biology

The outline constituting the present definition of requirements of the College Entrance Examination Board is in practically every respect a good one, comprehensive, and rather complete. However, if the biology course is to be shortened, the definitely required topics are rather numerous. Obviously, a shortened course could simply use the same outline (or its contents) with proportionately less time devoted to each topic. However, since a shortened course could not achieve the same ends that a more extensive course could, it might well be fitting to set up some goal toward which one might strive.

The preparation of students for college courses in biology should be definitely eliminated. The course must be built around the needs of the average high school student; and, since it would perhaps not be feasible to offer two types of courses in high school the definitions must be based upon the material presented in such a course as is designed for the high school student whose educational career may end with high school graduation. With this in mind a course might be so designed as to treat not simply the problems a person encounters, but the methods and means of plants and animals in living and reproducing, their functional interdependencies, and the place of man in these cycles of events, how he competes with other organisms, how he depends for his existence upon them, and how he uses them to further his own ends. Such a course should thus aim at a conception of the integration and organization of living things in general, including man as an animal and as a civilized creature. It is felt that the re-shaping of the biological sciences to emphasize the broader principles of living things as they operate under common laws are both essential in shortening, combining, or integrating either definitions of requirements or the high school program itself. A remodeled outline has been made, although finer points have not been worked out in detail, and, therefore, is not submitted at this time.

Physics

There is the belief that there can be no integration of the subjects of physics and chemistry, if by the term "integration" the College Entrance Examination Board of New York means a combination of the two subjects into a single composite one-year course. Even though a few topics are common to both subjects, it is believed

that the treatment accorded them is not the same in physics and chemistry. So far as duplication of effort is concerned there is the feeling that repeated exposures to new ideas are highly desirable in the interest of satisfactory understanding. The subject, therefore, concerns itself with the revision of the existing requirements in physics, with a view towards systematizing and clarifying them. Instead of a listing of paragraph headings from some text-book, the syllabus is arranged in such a manner as to enable the teacher to allocate his time to the best advantage. The proposed syllabus also makes it easier for the teacher to decide which topics require particular attention.

Chemistry

A course in the minimum essentials of chemistry should "develop better understandings of those fundamental concepts, major ideas, laws or principles of chemistry that will enable them better to interpret natural phenomena, common applications of chemical principles, and industrial applications and uses of the principles of chemistry."* High school pupils should learn problem-solving, the processes of reflective thinking, and other ways and means of study that are best adapted to the solution of chemistry problems, especially those which most often appear in daily life. They should develop a scientific attitude toward not only chemistry but also phenomena in general, being guided in part by principles learned in chemistry.

You will observe that this study is peculiarly one of service, restricted to certain regulations, and therefore differing markedly from the kind of curriculum investigation in which many of us of this Commission may find ourselves primarily interested.

It is, however, noteworthy that the College Entrance Examination Board manifests an interest in curriculum development, and apparently does not seek to hamper the instructional program in science in the high school.

When the work is finally completed a copy of the report, as submitted to the College Entrance Examination Board, will be given to the Chairman of our Commission.

Dean Judd made a report of progress for the Committee on Content in Sciences for Teachers of Agriculture. His paper contained a request for funds amounting to $100 for continuing the study of his committee. This request was referred to the Executive Committee of the Commission.

D. S. Campbell presented a report of progress on a study of Standards for State Departments of Education. He introduced Dr. Floyd Jordan who discussed in some detail a tentative report on the study to date.

PRELIMINARY REPORT ON A STUDY OF STANDARDS FOR RATING STATE DEPARTMENTS OF EDUCATION

By Floyd Jordan

Introduction

One of the outstanding developments in public education since the turn of the twentieth century has been the growth and development of the State Department of Education. Prior to 1900, generally speaking, State Departments were small in size, poorly organized, and exercised relatively little influence over the development of programs of public education in the States. Since that time tremendous changes have taken place. There has been a growing public opinion that public education

* Thirty-first Yearbook of the National Society for the Study of Education, 1932.

is in reality a state function and as such necessarily should have an effective unit of state government definitely concerned with its organization and administration. The result has been that throughout the United States during the last twenty-five years, State Departments of Education have had an unparallelled growth.

In many states today the unit of state government concerned with public education is exerting the most powerful influence in shaping and directing programs of public education. In several respects State Departments of Education in the South have developed more rapidly than in most other sections of the country. The fact that local units of school government are less numerous in Southern states and the further fact that stimulation has been provided by the General Education Board have provided conditions that have been powerful aids in their development. It now appears desirable that steps be taken which it is hoped will assist the states in making sure that their state organizations for public education are well organized for their work and are in a position to secure effective results.

The Constitution adopted at the annual meeting of the Southern Association of Colleges and Secondary Schools in 1936 provided that, "State Departments of Education, upon application and upon recommendation of the Executive Committee, . . . when approved by the Association, become members of the Association."

This action made it necessary for suitable standards to be developed which would provide a basis for the admission of State Departments of Education to membership, and at the same time might provide a means of assisting the state departments themselves in improving their own organization and work. To develop such standards called for considerable study and research. Consequently, the Executive Committee through the Secretary, Dr. Shelton Phelps, referred the problem to the Commission for Curricular Study and Research.

At the 1936 meeting of the Association, on recommendation of the Executive Committee, the following action was taken:

> "A special budget of $250 was voted by the Association for the Commission to make a study for the formulation of suitable standards for membership in the Association of State Departments of Education within the Southern Association territory. It was requested that the Commission undertake this study with the expectation that an additional amount of $250 would be obtained from a foundation that would be interested in the furtherance of this study." (p. 27, S. A. QUARTERLY, February, 1937.)

The Commission requested the Division of Surveys and Field Studies at George Peabody College to undertake the study. The Director of the Division agreed to undertake the study and to provide services equal to the amount appropriated by the Association. Before the study was under way it was learned that during the year 1937 the President's Advisory Committee on Education planned, as one of its major endeavors, to make a comprehensive nation-wide study of the work of the State Departments of Education. Consequently, it was deemed advisable to await the results of that Study in order to profit from its findings.

The Study was directed by Dr. Walter D. Cocking, Dean of the College of Education at the University of Georgia. On his staff were many students of the problems of State Administration of public education. Dr. Cocking and one of his assistants, Dr. Floyd Jordan, visiting Professor of Education at the University of Georgia during the academic year 1937-38, were requested to make a preliminary study and propose a tentative plan for the rating of State Departments of Education. Most of the work thus far has been done by Dr. Jordan. In the accompanying material part of the procedure for devising a necessary and desirable instrument is set forth in some detail. Time will be necessary to perfect it. It is believed that when this

instrument is completed in every detail it will prove to be a guide to State Departments of Education in their efforts to improve their own organization and work. It should also provide a basis on which State Departments of Education should be admitted to membership in the Southern Association of Colleges and Secondary Schools.

Purpose of the Study

With this background in mind it seemed obvious that the purpose of the study should be to develop an instrument which should aid the administrators of the state educational system to improve the educational conditions in the state. Furthermore, it seemed that such an instrument should consider primarily the qualitative rather than the quantitative aspects of the work being done by the State Departments of Education.

Procedure

Selecting major elements of state educational programs.—Accepting the above named statements of purpose, the first task was that of attempting to discover the elements of a State Educational System that determine, at least in part, the effectiveness of the educational program. In arriving at a tentative list of elements the study on the *Organization and Administration of Public Education* prepared for the Presidents' Advisory Committee on Education was drawn upon heavily. Since the literature in the field on the organization and administration of public education was carefully checked and analyzed in developing the check list used by the Advisory Committee in interviewing state government officials, only materials published since the development of this check list were analyzed. This procedure suggested the following elements that have been tentatively selected.

I. Planning the State Educational Program

II. Scope of the Educational Program

III. The State Board of Education
- A. Personnel
- B. Selection
- C. Qualifications
- D. Size and term
- E. Functions
- F. Salary
- G. Organization

IV. State Department of Education—Chief Educational Officer
- A. Qualifications
- B. Selection
- C. Tenure and Retirement
- D. Functions
- E. Salary

V. State Department of Education—Professional Staff
- A. Qualifications
- B. Selection
- C. Tenure
- D. Retirement
- E. Salary
- F. Duties
- G. Size

VI. State Department of Education—Non Professional Staff
- A. Qualifications
- B. Selection
- C. Tenure
- D. Retirement
- E. Salary
- F. Duties
- G. Size

VII. State Department of Education—Organization

VIII. State Department of Education—Administrative
- A. Certification
- B. Public Relations
- C. School Plant
- D. Records and Reports
- E. Planning the Educational Budget
- F. Operation of the Educational Budget
- G. Purchasing Equipment and Supplies
- H. Auditing

Statements representing degrees of quality.—After deciding upon the elements that seemed to condition to some degree the effectiveness of the State educational program, the second step was that of describing in as brief a statement as possible each of the varying degrees of the quality of each of these elements. For example, in describing the highest qualification of the chief educational officer the following statement has been suggested: "The chief educational officer has a training equivalent to a Ph.D. degree, which includes training in school administration and experience as a public school administrator." Other statements follow this representing less training and experience. The final statement suggesting the lowest qualification is: "The chief educational officer has had little training or experience in public school work."

For illustrative purposes the following list of items with a series of qualitative statements on each item is suggested. It should be pointed out, however, that considerable conflict of opinion may result from a discussion of such a list. Although the list has been prepared from an analysis of the literature and from the results of considerable study, it is proposed that such a list should finally be made up from the opinions of a few carefully selected judges:

STATE DEPARTMENT OF EDUCATION

(Chief Educational Officer)

A. *Qualifications:*

1. The Chief Educational Officer has training equivalent to a Ph.D. degree which includes training in School Administration and experience as a public school administrator.
2. The Chief Educational Officer has a training equivalent to an A.M. degree and experience as a public school administrator.
3. The Chief Educational Officer has a training equivalent to an A.B. degree and several years experience in various phases of public school work.
4. The Chief Educational Officer has had training equivalent to an A.B. or A.M. degree in fields other than education and little or no experience in public school work.

5. The Chief Educational Officer has had little training or experience in public school work.

B. *Selection:*

1. The Chief Educational Officer is selected solely upon the basis of high qualifications without regard to residence.
2. The Chief Educational Officer is selected upon the basis of high qualifications from the best qualified in the state.
3. The Chief Educational Officer is selected partly upon the basis of his qualification and his ability to coöperate with the State Administrative Officials.
4. The Chief Educational Officer is selected primarily upon his ability to cooperate with the State administrative officials in administering the State program.
5. The Chief Educational Officer is selected solely upon the basis of his political affiliation without regard to qualifications.

C. *Tenure and Retirement:*

1. The Chief Educational Officer is selected for an indefinite tenure with the same retirement privileges as other educational officers or state officials.
2. The Chief Educational Officer is selected for a term of years subject to reappointment and to the retirement privileges.
3. The Chief Educational Officer is selected for an indefinite tenure without retirement privileges.
4. The Chief Educational Officer is selected for a term of years without opportunity for reappointment.
5. The Chief Educational Officer is selected for a term of years subject to removal before the term expires.

D. *Functions:*

1. The main functions of the Chief State Educational Officer are those of administering the policies of the State Board of Education and exerting the educational leadership of the state.
2. The main functions of the Chief State Educational Officer are those of administering the State Department of Education, and coördinating the educational activities of all governmental agencies.
3. The main functions of the Chief State Educational Officer are those of directing the work of the various divisions of the State Department of Education.
4. The main functions of the Chief State Educational Officer are those of collecting statistics and reporting to the Governor and the Legislature.
5. The main functions of the Chief State Educational Officer are those of a political nature.

E. *Salary:*

1. The Chief State Educational Officer receives a salary as much as, or more than, the administrators of the higher institutions in the state.
2. The Chief State Educational Officer receives as much as, or more salary than the heads of other divisions of the state government.
3. The Chief State Educational Officer receives a salary sufficient to command respect of the educational leaders in the state, although not as much as the salaries received by administrators of higher institutions or heads of other divisions of state government.
4. The Chief State Educational Officer receives a salary too small to command respect from the educational leaders of the state.

5. The Chief State Educational Officer receives a salary so small that it is impossible to secure a person with qualifications suitable to perform the duties of the office.

It will be observed from this example that there are five statements which attempt to describe varying qualities of each of the five major items considered under the Chief Educational Officer. This will not necessarily be followed as a set pattern. While the five statements in this section seem to describe varying degrees, others may be adequately described by fewer statements and still others may need more statements. In other words, the instruments should attempt to describe adequately the varying degrees represented in each item rather than to standardize the instrument.

Developing the pattern chart.—The third problem which has arisen in the study of the effectiveness of the state educational program is that of designing a pattern chart. The procedure suggested to be followed in devising such a chart is shown in the portion of a chart which follows. It should be noticed that the major elements of the state educational program which have been tentatively selected are listed in the column headed "Major Elements." To the right of this column are five perpendicular lines. These lines are numbered from 1 to 5 and represent values ranging from highest, represented by 1, to the lowest, represented by 5, and with line 3 being the average. The reason for suggesting numerical graduations is to facilitate accuracy in determining the pattern. If these lines were labeled by using descriptive words it would be possible to use only a modal rating while if numerical graduations are used the mean may be accurately determined. This, of course, is based upon the assumption that the qualities may be rated by more than one judge.

MAJOR ELEMENTS	VALUE								
	1	1½	2	2½	3	3½	4	4½	5
I. PLANNING THE STATE EDUCATIONAL PROGRAM									
II. SCOPE OF THE EDUCATIONAL PROGRAM									
III. STATES BOARD OF EDUCATION									
A. *Personnel*									
1. Selection									
2. Qualifications									
3. Size and Term									
4. Functions									
5. Salary									
B. *Organization*									
IV. STATE DEPARTMENT OF EDUCATION									
A. *Chief Educational Officer*									
1. Qualifications									
2. Selection									
3. Tenure									
4. Retirement									
5. Functions									
6. Salary									
B. *Professional Staff*									
1. Qualifications									
2. Selection									
3. Tenure									
4. Retirement									
5. Salary									
6. Duties									
7. Size									
C. *Non-Professional Staff*									
1. Qualifications									
2. Selection									
3. Tenure									
4. Retirement									
5. Salary									
6. Duties									
7. Size									
D. *Organization*									
E. *Administration*									
1. Certification									
2. Public Relations									
3. School Plant									
4. Records and Reports									
5. Planning Educational Budget									
6. Operation of Educational Budget									
7. Purchasing Equipment and Supplies									
8. Auditing Accounts									

There are several possibilities in using this instrument for evaluating the work of a State Department of Education. One of the ways in which it may be used would be for an investigator or a committee of investigators to study intensively each State Department of Education by visitation. This would mean that after the qualities have been checked by the investigator and his decision made as to the proper quality, the result would be shown on the pattern chart. For example, if the investigator found that the Chief Educational Officer has a training equivalent to a Ph.D. degree with training in school administration and has considerable experience in public school administration he would check line one, under qualifications of the Chief Educational Official. On the other hand, if the investigator discovers that the Chief Educational Officer has a training equivalent to an A.B. degree and a few years of experience in public schools, he would check on line three. Following the same procedure for selection, tenure, retirement, etc., and by joining the checks, he would develop a pattern chart for the Chief Educational Officer of the State Department of Education. This same procedure would be followed with other sections of the pattern chart, showing when complete a total picture of the educational programs.

A second means of evaluating the effectiveness of the State Educational Program would be to have the investigator secure the judgments of several individuals in the state. For example, it would be illuminating to have the items judged by certain members of the State Board, certain selected city superintendents, high school principals, teachers from rural areas, and a good representation of lay citizens. With such a series of judgments the investigator would devise a composite picture for all these judgments. This composite picture would then be located on the pattern chart as in the previous case.

Manual of directions.—These suggestions of ways of administering the quality ratings and the development of the pattern chart present a fourth problem which is necessary to the study. This problem relates to the development of a manual of directions for use. Such a manual should give the investigator specific directions for interpreting and administering the instrument.

This manual should be an explanation of the policy of the rating agency and designed to assist the representatives of the Southern Association in rating state educational programs and to assist Chief Educational Officers and their staffs in improving the state educational program. The manual should outline in detail the items that are to be examined in considering a State Department of Education for membership in the Southern Association and to indicate in the case of each item the conditions that will be considered favorable and unfavorable to acceptance for membership. Each item considered under the heading of "Major Elements" in the pattern chart should be defined and explained in such detail that no doubt should be left in the mind of the investigator as to the exact meaning and procedure.

In addition to specific directions for administering the instrument, the manual should also define as nearly as possible what is meant by each of the quality statements. For example, in evaluating the qualifications of the Chief Educational Officer the expression "equivalent to a Ph.D. degree" should be described in such a way as to give the investigator a clear idea as to the type of training that would be acceptable as equivalent. Likewise, the term "experience" should be defined. Another item that should be considered in the manual is that of giving directions to an investigator as to persons with whom he should confer in arriving at a judgment relative to a given major element. It might be well for the investigator in evaluating the Chief Educational Officer to consult certain members of his staff, a representative of the State Board of Education, several city and county superintendents, selected high school and elementary school principals, a sampling of rural teachers, and a

few selected laymen. A third item that should be considered in such a manual is that of transferring individual or group judgments to the pattern chart. These and similar items should represent the contents of the manual of directions.

Preparing a status study.—In addition to the preparation of the rating instrument, the pattern chart, and the manual of instructions, a study of the status of the State Educational Program should be made. Particularly is this necessary for those states in which the rating instrument is to be used. However, there is need for study of certain other states in other areas of the country for the purpose of developing check lists to be used for comparable study. This would mean, for example, that a number of State Educational Programs in several areas of the United States should be studied and rated in order to determine the qualities that one could probably expect in a superior State Program of Education. This follows somewhat the procedure used by the North Central Association of Colleges and Secondary Schools in evaluating higher institutions. For example, this organization made a thorough study and investigation of 57 higher institutions located in all parts of the area in which the North Central Association operates.

These institutions supplied comprehensive information through questionnaires and carried a great deal of research under the direction of the committee. In addition to this several representatives of the committee visited each of the institutions to obtain additional information and impressions which were used in making the report on the institutions. Such a program applied to state educational systems would involve careful study and research in relation to such items as the constitutional provisions for an educational program, legislative influence, the scope and planning of the State Educational Program, the State Board of Education, and the organization and administration of the State Department of Education.

Trying out the instrument.—When the rating instrument, the pattern chart, and the manual of directions have been tentatively completed, provision should be made for trying them out by applying them to a sufficient number of state educational programs to discover any weaknesses that may be in them. It would be advantageous for a committee rather than an individual to try out the instrument and the manual. Such tryout should be made at the invitation of the Chief State Educational Officer and the results should be treated as confidential. After the preliminary tryout, revisions should be made to strengthen any points of weakness in the procedures. If it were found that a great many weaknesses existed, it might prove worthwhile to provide for a second tryout. It is not amiss here to point out that the evaluation of state educational programs by accrediting agencies is an innovation in the study of education. Since this is true and since there is little or no literature on the subject, great care should be exercised in developing the instruments for this evaluation.

Value of studying state educational programs.—The study of state educational programs has two great values. In the first place, it gives accrediting agencies an opportunity to study the state educational program as a whole rather than individual high schools and institutions of higher learning, thereby giving impetus to a greater coördination of the total educational program. In the second place, it provides a stimulus for the state school administrators and their staffs in the various states to constantly study and improve their program. This is especially true when the instrument used for directing the study describes the ideal rather than imposing minimum essentials to be met.

Further study necessary.—Such a study as is outlined in this report will of necessity involve considerable time and expense. It is estimated that the equivalent of one full-time person would be required for approximately eighteen months. By securing an adequate force for making analyses in state departments it is possible that the work could be completed within a year. Inasmuch as the implications and possible

benefits from such a study are national rather than regional in scope, the possibility of securing the interest of some foundation in providing financial support for continuing the study is suggested. It is estimated that approximately $10,000 would be needed to complete the study on the basis herein suggested.

MEETING OF WEDNESDAY MORNING, MARCH 30

The meeting was called to order by S. B. Hall. The program was followed as printed.

MEETING OF WEDNESDAY AFTERNOON

The meeting was called to order by H. H. Hill. Superintendent Sidney B. Hall gave a resume of the purposes and plans of the Commission to date. Following this he introduced Dean Hawkes and Dr. Tyler, who discussed informally various aspects of the coöperative study of the Akin Commission as the experiences of that study relate to our coöperative study. General discussion followed, covering various aspects of the coöperative study.

A brief business meeting followed. The report of the Committee on Nominations was presented by F. E. Farquear, Chairman, the other members being J. C. McElhannon and S. G. Lucky, as follows:

Representing higher education:

Dean Zebulon Judd, Alabama Polytechnic Institute, Alabama
Dean William S. Taylor, University of Kentucky, Kentucky
Dean K. J. Hoke, College of William and Mary, Virginia

Representing secondary schools:

W. G. Rose, Supervisor of Knox County, Knoxville, Tennessee
W. F. Loggins, Superintendent, Sumter, South Carolina
Fred Alexander, State Department of Education, Virginia
Fred C. Ayres, Professor of Educational Administration, University of Texas, Austin, Texas, *vice* J. C. Parker, removed from Southern Association territory

Members at large:

Doak S. Campbell, Peabody College, Nashville, Tennessee
Dean W. C. Jones, East Kentucky State Teachers College, Kentucky
J. C. Matthews, State Department of Education, Texas
Gordon Singleton, President, Mary Hardin-Baylor College, Belton, Texas
Walter D. Cocking, University of Georgia, *vice* President Raymond A. Kent, resigned

Constitution and Standards of the Southern Association

CONSTITUTION

ARTICLE I

Name and Object

Section 1. The Association shall be called the Southern Association of Colleges and Secondary Schools.

Sec. 2. The object of this Association shall be to establish helpful relations between the secondary schools and the institutions of higher education within the territory of the Association, and to consider all subjects that tend to the promotion of their interests.

ARTICLE II

Membership and Voting

Section 1. The members of this Association shall consist of three classes: First, institutions of higher education; second, secondary schools; and third, state departments of education.

Sec. 2. State departments of education, upon application and upon recommendation of the Executive Committee, and institutions accredited by the Commissions of the Association, when approved by the Association, become members of this Association.

Sec. 3. Persons engaged in the work of teaching in or administration of an institution which is a member of this Association and representatives of state departments of education which are members of this Association shall have the right to attend meetings and participate in the activities of the Association.

In transacting the business of the Association, each institution or state department of education, holding membership in this Association, shall have one vote, such vote to be cast by the executive head or his representative; but no person shall cast more than one vote.

ARTICLE III

Officers and Committees

Section 1. The officers of the Association shall be a President, two Vice Presidents, and a Secretary-Treasurer. The President and Vice Presidents shall be elected by a majority vote at the annual meeting of the Association for a single term of one year or until their successors are elected, and they shall be ineligible to succeed themselves directly. The Secretary-Treasurer shall be elected by the Association upon nomination of the Executive Committee.

Sec. 2. There shall be four standing committees of the Association, namely, an Executive Committee, a Commission on Institutions of Higher Education, a Commission on Secondary Schools, and a Commission on Curricular Problems and Research, and such other temporary or special committees as may be provided by action of the Association.

Sec. 3. The Executive Committee of the Association shall consist of the President, who shall be chairman *ex officio*, the immediate Past President, the Secretary-Treasurer, and six members who shall be elected by majority vote of the Association for terms of three years, the terms of one-third of whom shall expire each year, and they shall be ineligible to succeed themselves directly. In case of death or resignation, the Executive Committee shall have authority to fill such vacancies.

Sec. 4. The Commission on Institutions of Higher Education shall consist of forty-five members, not more than one of whom shall be connected with the same institution and who, on nomination of the Executive Committee, shall be elected by majority vote of the Association for terms of three years, as follows:

(a) Two persons connected with member institutions of higher education from each state within the territory of this Association.

(b) One person connected with a member secondary school from each state within the territory of this Association.

(c) Twelve persons elected at large from member institutions, not fewer than six of whom shall be connected with institutions of higher education.

The terms of one-third of the members of this Commission shall expire each year and the members shall be ineligible to succeed themselves after two successive terms.

Sec. 5. The Commission on Secondary Schools shall consist of seventy-eight members, not more than one of whom shall be connected with the same institution and who, on nomination of the Executive Committee, shall be elected by majority vote of the Association for terms of three years, as follows:

(a) A state high school supervisor, or other representative, from each state department of education within the territory of this Association.

(b) Two persons connected with member institutions of higher education from each state within the territory of this Association, one of whom shall be a professor of Secondary Education.

(c) Three persons connected with member secondary schools from each state within the territory of this Association, one of whom shall be from a private secondary school.

(d) Twelve persons elected at large from member institutions, not fewer than seven of whom shall be connected with secondary schools.

The terms of one-third of the members of this Commission shall expire each year, and the members shall be ineligible to succeed themselves after two successive terms.

Sec. 6. The Commission on Curricular Problems and Research shall consist of thirty members who, on nomination of the Executive Committee, shall be elected by majority vote of the Association for terms of three years, as follows:

(a) One person connected with a member institution of higher education from each state within the territory of this Association.

(b) One person connected with a member secondary school from each state within the territory of this Association.

(c) Eight persons elected at large from member institutions.

The terms of one-third of the members of this Commission shall expire each year, and the members shall be ineligible to succeed themselves after two successive terms.

ARTICLE IV

Duties of Officers

The duties of the officers shall be such as usually pertain to the several offices. The President shall prepare the program for the annual meeting of the Association, preside at the meetings of the Association, and act as chairman of the Executive Committee. The Secretary-Treasurer shall publish the Proceedings. He shall keep in bank the funds of the Association, paying out the same under such rules as may be provided by the Association.

ARTICLE V

Duties of the Standing Committees

Section 1. The Executive Committee shall meet in advance of the regular annual meeting of the Association, and may be called to meet at any other time by the joint action of the President and the Secretary-Treasurer.

The Executive Committee shall have the following duties:

(a) It shall prepare agenda for the Association and fix the time and place of meeting.

(b) It shall determine the *amount of the annual dues and prepare a budget*, subject to the approval of the Association.

(c) It shall make *necessary appropriations* not otherwise provided for.

(d) It shall nominate to the Association, upon recommendation of the Commissions, persons to fill vacancies on the several Commissions.

(e) It shall hear appeals, if any, against the findings of the accrediting Commissions, and shall report its recommendations to the Association for final decision.

(f) It shall receive from the accrediting Commissions and transmit to the Association for approval and publication, lists of institutions which conform to the standards prescribed.

(g) It shall receive from the accrediting Commissions lists of member institutions which

do not conform to the standards as prescribed, and shall forward these lists to the Association, with recommendations.

(h) It shall receive from the accrediting Commissions lists of institutions applying for membership which do not conform to the standards as prescribed, and may forward these lists to the Association with recommendations.

(i) It may call special meetings of the Association.

(j) It shall, in general, act for the Association while it is not in session, but the acts of this Committee shall always be subject to the revision and approval of the Association.

Sec. 2. The Commission on Institutions of Higher Education shall have the following duties:

(a) It shall prepare, subject to the approval of the Association, a statement of the standards to be met by the institutions of higher education which are members, or which desire to become members, of this Association.

(b) It shall make such inspection and investigations as it deems necessary.

(c) It shall submit to the Executive Committee for transmittal to the Association for approval and publication, lists of institutions which conform to the standards prescribed.

(d) It shall submit to the Executive Committee lists of member institutions and institutions applying for membership which do not conform to the standards as prescribed.

(e) It shall give to any member institution or institution applying for membership notice of said institution's failure to conform to standards as soon as possible after action has been taken by the Commission.

(f) It shall nominate to the Executive Committee persons to succeed those whose terms expire.

The meetings of the Commission on Institutions of Higher Education shall be open unless the business is of such a nature as would likely prove detrimental to the institution under consideration. In such cases, by a vote of the majority, an executive session may be ordered. Final action on all matters shall be taken by the Commission as a whole.

Sec. 3. The Commission on Secondary Schools shall have the following duties:

(a) It shall prepare, subject to the approval of the Association, a statement of the standards to be met by secondary schools which are members or which desire to become members.

(b) It shall prepare all needed blanks and certificates.

(c) It shall make such inspection of schools as it deems necessary.

(d) It shall submit to the Executive Committee for transmittal to the Association for approval and publication, lists of secondary schools within the territory of the Association which conform to the standards prescribed.

(e) It shall submit to the Executive Committee lists of member schools and schools applying for membership which do not conform to the standards as prescribed.

(f) It shall nominate to the Executive Committee persons to succeed those whose terms expire.

The meetings of the Commission on Secondary Schools shall be open unless the business is of such a nature as would likely prove detrimental to the institution under consideration. In such cases, by vote of the majority, an executive session may be ordered. Final action on all matters shall be taken by the Commission as a whole.

Sec. 4. The Commission on Curricular Problems and Research shall have the following duties:

(a) It shall study and report to the appropriate standing committee on the accrediting policies of this and similar associations.

(b) It shall study and report to the appropriate standing committee notable procedures in administering programs of studies.

(c) It shall stimulate experimentation and report to the appropriate standing committee significant trends in either secondary or higher education.

(d) It shall nominate to the Executive Committee persons to succeed those whose terms expire.

Sec. 5. The Commissions on Higher Education and on Secondary Schools shall have the authority to collect a fee for the inspection of institutions. All money collected by these Commissions for registration and inspection shall be paid over to the Secretary-Treasurer

of the Association. The expenses of the various Commissions shall be provided for by appropriations annually made by the Association or Executive Committee on recommendation of the Commissions.

Sec. 6. The Commissions herein provided for shall elect their own officers, appoint all necessary committees, regulate their own time and place of meeting, and arrange all other details for the performance of their official duties.

Sec. 7. All bills of the Association shall be paid by the Secretary-Treasurer, if possible by check. Each bill must be approved by the party responsible for it, and no expenditure shall be made except as may be ordered by the Association or by the Executive Committee.

ARTICLE VI

Meeting

There shall be a regular annual meeting held as may be determined by the Executive Committee. A representation of twenty-five of the institutions belonging to the Association shall constitute a quorum for all purposes.

ARTICLE VII

Dues

To meet the expenses of the Association, an annual fee shall be paid by each member, the amount to be fixed by the Association on recommendation of the Executive Committee. Failure to pay dues forfeits membership.

ARTICLE VIII

Amendments

The Constitution and By-Laws of the Association may be amended by a majority vote at any regular annual meeting at which a quorum is present, provided that the proposed amendment has been submitted at one regular annual meeting and that final action may not be taken until the next regular annual meeting.

ARTICLE IX

Reorganization

Section 1. Nothing in this Constitution shall be construed as curtailing the terms of existing members of the Commissions and of the Executive Committee for which they have been elected.

Sec. 2. It shall be the duty of the Commission on Institutions of Higher Education, the Commission on Secondary Schools, and the Executive Committee, in nominating persons to fill vacancies on these Commissions to do so in such a manner as to put into effect as soon as practicable, and not later than 1938, the allocations and classifications as provided in this Constitution.

Sec. 3. It shall be the duty of the Nominating Committee in proposing persons to fill vacancies of elective members on the Executive Committee to do so in such a manner as to put into effect as soon as practicable, and not later than 1937, the provisions of Article III, Section 3, of this Constitution. Of the six elective members to be elected in 1935, two shall be for one year, two for two years, and two for three years.

Sec. 4. In initiating the organization of the Commission on Curricular Problems and Research, the Executive Committee of the Association for the year 1934-35 shall nominate and the Association shall elect the thirty members, as provided in Article III, Section 6.

As soon as this Commission has organized by electing its officers, its members shall be by lot divided into three groups of ten each. The term of the first group shall be one year; of the second group, two years; and of the third group, three years. Their successors shall be elected for terms of three years; and they shall be ineligible to succeed themselves after two successive terms.

Sec. 5. The provisions of Article IX are limited to the reorganization made necessary by the adoption of this Constitution, and shall be of no effect after 1938.

STANDARDS OF THE ASSOCIATION

COLLEGES OF ARTS AND SCIENCES AND TEACHER TRAINING COLLEGES

Standard No. 1. Entrance Requirements. The requirements for admission shall be the satisfactory completion of a four-year course of not less than fifteen units in a secondary school approved by a recognized accrediting agency, or in a secondary school that is a member of this Association, or the equivalent of such a course as shown by examination. The major portion of the secondary school course accepted for admission should be definitely correlated with the curriculum to which the student is admitted. Any college of this Association may be called upon at any time for a record of all the students entering the freshman class, such record to contain the name of each student, his secondary school, method of admission, units offered in each subject, and total units accepted.

Standard No. 2. Requirements for Graduation. The college shall demand for graduation the completion of a minimum quantitative requirement of one hundred and twenty hours of credit (or the equivalent in term hours, quarter hours, points, majors, or courses), with such scholastic qualitative requirements as may be deemed desirable by each institution.

Standard No. 3. Number of Degrees. The conferring of a multiplicity of degrees is discouraged. Small institutions should confine themselves to one or two. When more than one baccalaureate degree is offered, all should be equal in requirements for admission and for graduation. Institutions of limited resources and inadequate facilities for graduate work should confine themselves to strictly undergraduate courses.

Standard No. 4. Number of College Departments. A college of arts and sciences of approximately one hundred students should maintain at least eight separate departments, with at least one professor devoting his whole time to each department. The size of the faculty should bear a definite relation to the type of institution, the number of students, and the number of courses offered. With the growth of the student body the number of full-time teachers should be correspondingly increased. The development of varied curricula should involve the addition of other heads of departments.

Standard No. 5. Training of Faculty. The training of the members of the faculty of professorial rank should include at least two years of study in their respective fields of teaching in a fully organized and recognized graduate school. The training of the head of a department should be that represented by three full years of coördinated graduate work in an institution of recognized standing, in the field in which he is to teach; or should represent a corresponding professional or technical training.

Standard No. 6. Salaries. The average salary paid members of the faculties is an important consideration in determining the standing of an institution. It is recommended that the salary of full professors be not less than $3,000 for nine months.

Standard No. 7. Number of Classroom Hours for Teachers. Teaching schedules exceeding sixteen hours per week per instructor shall be interpreted as endangering educational efficiency. In general, two laboratory hours will be counted as equivalent to one recitation hour.

Standard No. 8. Number of Students in Classes. Classes (exclusive of lectures) of more than thirty students shall be interpreted as endangering educational efficiency.

Standard No. 9. Support. The college should have an annual income of not less than $50,000 and if not tax supported, an endowment of not less than $500,000. The financial status of the college should be, however, judged in relation to its educational program.

Standard No. 10. Library. The college should have a live, well distributed library of at least 12,000 volumes, in addition to duplicates and public documents, bearing specifically upon the subjects taught and administered by a professionally trained librarian. For a college of approximately 300 students and a minimum number of departments, there should be spent annually for the library, exclusive of the care of the building, not less than $5,000, with proportionate increase for larger student bodies and a larger number of departments. Leading periodicals in the different fields covered by the curriculum should be taken as well as those of more general cultural interest. There should be a catalogue of approved type. The library should be open not less than ten hours per school day. The buildings should be well lighted, protected as far as possible against fire, and equipped with adequate working quarters for the staff. Seating capacity for at least 15 per cent of the student body should be provided in the reading rooms. Arrangements should be made through freshman week, orientation courses, or otherwise, for students to receive instruction in the use of the library.

Standard No. 11. Laboratories. The laboratory equipment shall be adequate for all the experiments called for by the courses offered in the sciences, and these facilities shall be kept up by means of an annual appropriation in keeping with the curriculum.

Standard No. 12. Separation of College and Preparatory School. The college may not maintain a preparatory school as a part of its college organization. In case such a school is maintained under the college charter it must be kept rigidly distinct and separate from the college in students, faculty, buildings, and discipline.

Standard No. 13. Proportion of Regular College Students to the Whole Student Body. At least 75 per cent of the students in a college should be pursuing courses leading to baccalaureate degrees in arts and science.

Standard No. 14. General Statement Concerning Material Equipment. The location and construction of the buildings, the lighting, heating and ventilation of the rooms and the general sanitary equipment shall be such as to insure hygienic conditions for both students and teachers.

Standard No. 15. General Statement Concerning Curriculum and Spirit of Administration. The character of the curriculum, efficiency of instruction, the scientific spirit, the soundness of scholarship, the standard for regular degrees, the conservatism in granting honorary degrees, the character of its publicity, and the tone of the institution shall also be factors in determining its standing. The curriculum should provide both for breadth of study and for concentration. It should have justifiable relation to the resources of the institution.

Standard No. 16. Extra Curricular Activities. The proper administration of athletics, amusements, fraternities, and all other extra curricular activities is one of the fundamental tests of a standard college.

Athletics. All members of this Association which engage in intercollegiate athletics shall also hold membership in some athletic conference or association approved by this Association, which requires adherence to the widely recognized safeguards against abuse, such as forbidding the playing of "special" students, the non-migrant rule, and the one-year rule, together with the rules which experience has proved to be necessary.

Standard No. 17. Standing in the Educational World. The institution must be able to prepare its students to enter recognized graduate, professional or research institutions as candidates for advanced degrees. In evidence statistics of the records of the graduates of the college in graduate or professional schools shall be filed with the Commission on Institutions of Higher Education on demand.

Standard No. 18. Professional and Technical Departments. When the institution has in addition to the college of arts and science professional or technical departments, the college of arts and science shall not be accepted for the approved list of the Association unless the professional or technical departments are of approved grade, national standards being used when available.

Standard No. 19. Inspection. No college will be recommended for membership until it has been inspected and reported upon by an agent or agents regularly appointed by the Commission. Any college of the Association shall be open to inspection at any time.

Standard No. 20. Filing of Blank. No institution shall be placed or retained on the approved list unless a regular information blank has been filed with the Commission. The list shall be approved from year to year by the Commission. The blank shall be filed triennially, but the Commission may for due cause call upon any member to file a new report in the meantime. Failure to file the blank shall be cause for dropping an institution.

Teacher training colleges must conform to the following additional requirements:

Not more than one-fourth of the credits required for graduation should represent professional subjects.

All subjects offered for degrees in four-year courses for general or professional degrees shall be of collegiate grade.

The college shall provide adequate facilities for practice teaching and observation.

JUNIOR COLLEGES

Standard No. 1. Entrance Requirements. The requirement for admission shall be satisfactory completion of a four-year course of not less than fifteen units in a secondary school that is approved by this Association, or by another recognized accrediting agency, or equiva-

lent of such a course as shown by examination. Any junior college in this Association may be called upon at any time for such a record of all the students entering the freshman class, such record to contain the name of each student, his secondary school, method of admission, units offered in each subject, and total units accepted.

Standard No. 2. Requirements for Graduation. The minimum requirement for graduation shall be sixty semester hours of credit.

Standard No. 3. Degrees. Junior colleges shall not grant degrees.

Standard No. 4. Number of Students and of College Departments. The number of regular college students shall be not less than sixty and the number of separate departments not less than five (English, History, Foreign Language, Mathematics, Science). The number of teachers shall be not less than five employed specifically for college instruction, giving the major part of their time to college instruction.

Standard No. 5. Salaries and Training of the Faculty. Salaries shall be such as to insure employment and retention of well-trained and experienced teachers. The minimum scholastic requirements of teachers in the junior college shall be graduation from a standard college and in addition, graduate work amounting to one year at least in a graduate school of recognized standing. The courses taught by any teacher should be in the field of specialization represented by his graduate work.

Standard No. 6. Number of Classroom Hours for Teachers. The average number of credit hours per week for each instructor shall not exceed sixteen hours of college work or eighteen hours if part of the work is done in high school.

Standard No. 7. Number of Students in Classes. The number of students in a class shall not exceed thirty (except for lectures). It is recommended that the number of students in a class in a foreign language shall not exceed twenty-five. The number of students in a laboratory section shall not exceed the number for which desk space and equipment have been provided.

Standard No. 8. Support. The minimum annual operating income for two years of junior college work should be $20,000.00, of which not less than $10,000.00 should be derived from stable sources other than student fees or payments. If not tax supported, the college should have an endowment of not less than $200,000.00 or, in case of church-supported institutions, an endowment of at least $100,000.00, plus fixed annual contributions of not less than $5,000.00, whose permanence is assured by official statement from the contributing body. Increase in faculty, student body, and scope of instruction should be accompanied by increase of income from such stable sources. The financial status of each junior college should be judged in relation to its educational program.

Standard No. 9. Library. The junior college shall have a modern, well-distributed, catalogued, and efficiently administered library of at least 2,500 volumes, exclusive of public documents, selected with special reference to college work, and with a definite annual appropriation for the purchase of books and periodicals. It is urged that such an appropriation be at least $500.00.

Standard No. 10. Laboratories. The laboratories shall be adequately equipped for individual instruction in courses offered and an annual income for their upkeep provided. It is recommended that a school with a limited income be equipped for good work in one or two sciences and not attempt work in others.

Standard No. 11. Separation of College and Preparatory Classes. Where a junior college and high school are maintained together, the high school shall have been accredited by this Association. The students shall be taught in separate classes, no high school student being admitted to any college courses.

Standard No. 12. Proportion of Regular College Students to the Whole Student Body. At least 75 per cent of the students in a junior college shall be pursuing curricula leading to graduation.

Standard No. 13. General Statement Concerning Material Equipment. The location and construction of the buildings, the lighting, heating and ventilation of the rooms, the nature of the laboratories, corridors, closets, water supply, school furniture, apparatus, and methods of cleaning shall be such as insure hygienic conditions for both students and teachers.

Standard No. 14. General Statement Concerning Curriculum and Spirit of Administration. The character of the curriculum, efficiency of instruction, and spirit of the institution shall be factors in determining its standing.

Standard No. 15. Extra-Curricular Activities. Athletics, amusements, fraternities, and other extra-curricular activities shall be properly administered and shall not occupy an undue place in the life of the college.

Standard No. 16. Inspection. No college will be recommended for membership until it has been inspected and reported upon by an agent or agents regularly appointed by the Commission. Any college of the Association shall be open to inspection at any time.

Standard No. 17. Filing of Blank. No institution shall be placed or retained on the approved list unless a regular information blank has been filed with the Commission. The list shall be approved from year to year by the Commission. The blank shall be filed triennially, but the Commission may for due cause call upon any member to file a new report in the meantime. Failure to file the blank shall be cause for dropping an institution.

STANDARDS FOR SECONDARY SCHOOLS

(Statements in parentheses are interpretations or explanations of the standards, in accordance with the existing regulations of the Commission on Secondary Schools.)

Article I

The Commission on Secondary Schools shall consist of seventy-eight members, not more than one of whom shall be connected with the same institution and who, on nomination of the Executive Committee, shall be elected by majority vote of the Association for terms of three years, as follows:

(a) A state high school supervisor, or other representative, from each state department of education within the territory of this Association.

(b) Two persons connected with member institutions of higher education from each state within the territory of this Association, one of whom shall be a professor of Secondary Education.

(c) Three persons connected with member secondary schools from each state within the territory of this Association, one of whom shall be from a private secondary school.

(d) Twelve persons elected at large from member institutions, not fewer than seven of whom shall be connected with secondary schools.

The terms of one-third of the members of this Commission shall expire each year, and the members shall be ineligible to succeed themselves after two successive terms.

Article II

The Commission on Secondary Schools shall have the following duties:

(a) It shall prepare, subject to the approval of the Association, a statement of the standards to be met by secondary schools which are members or which desire to become members.

(b) It shall prepare all needed blanks and certificates.

(c) It shall make such inspection of schools as it deems necessary.

(d) It shall submit to the Executive Committee for transmittal to the Association for approval and publication lists of secondary schools within the territory of the Association which conform to the standards prescribed.

(e) It shall submit to the Executive Committee lists of member schools and schools applying for membership which do not conform to the standards as prescribed.

(f) It shall nominate to the Executive Committee persons to succeed those whose terms expire.

Article III

The meetings of the Commission on Secondary Schools shall be open unless the business is of such nature as would likely prove detrimental to the institution under consideration. In such cases, by vote of the majority, an executive session may be ordered. Final action on all matters shall be taken by the Commission as a whole.

Article IV

The Commission shall describe and define unit courses of study in the various secondary school programs, based on the recommendation of the Carnegie Foundation and the rules of the Association as herein prescribed. The minimum standard for accrediting shall be:

(a) No four-year school shall be accredited which does not require for graduation the completion of a four-year high school course of study embracing sixteen units as defined by this Association. No such school shall allow more than four units of credit for work done in junior high schools. No three-year school shall be accredited which does not require the completion of a three-year high school course of study beyond the work of the junior high school, embracing twelve units as defined by this Association. These three years in an eleven-grade system shall be the ninth, tenth, and eleventh, and in a twelve-grade system the tenth, eleventh, and twelfth. A unit represents a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work. This shall include in the aggregate not less than the equivalent of 120 sixty-minute hours of classroom work, two hours of shop or laboratory work being equivalent to one hour of prepared classroom work. Four unit courses, or the equivalent in fractional unit courses as defined by this Association, shall be considered a normal amount of work carried for credit toward graduation by the average or medium student. More than twenty periods per week should be discouraged. Only such students as rank in ability in the upper 25 per cent of the student body may be allowed to take more than four academic units. A different practice in the school must be explained to the State Committee. An academic year shall be not less than 175 days during which the school is actually in session exclusive of holidays.

(In all science courses two double periods a week throughout the year should be devoted to laboratory work, three single periods to class-room work—a minimum of 280 minutes a week. Five sixty-minute periods a week gross will satisfy this requirement.)

(b) The minimum scholastic attainment required of the faculty of any accredited secondary school on the Southern list is that not less than 75 per cent of the total number of teachers of academic subjects, including the superintendent, the principal, the librarian, teachers of Agriculture and Home Economics, shall hold bachelors' degrees from colleges approved by the Association. Beginning teachers of academic subjects, and of Agriculture and Home Economics, are required to have degrees from colleges approved by the Association and should not teach outside the fields of their college specialization. All beginning teachers and principals shall have had a minimum of twelve (12) semester hours in education. Any person entering a position of administrative or supervisory control of instruction in a secondary school accredited by this Association with the scholastic year 1937-38 or thereafter shall hold a Master's or other graduate degree from a college or university belonging to the Southern Association, or some other regional association, shall have had not less than six semester hours of graduate work in education, a minimum of two years of experience in teaching or administration, and shall show evidence of culture and of scholarship in one or more academic fields.

(Teachers should have had professional training or at least one year's experience in teaching. Professional training includes courses in psychology, methods and principles of teaching, history of education, observation and directed teaching, tests and measurements, etc. A "beginning teacher" is one who has not completed a minimum of one school year of regular employment in an organized school. A "semester hour" is the quantity of work normally accomplished in a class which meets one hour per week for a semester. It comprises not less than fifteen hours of recitation or lecture work.)

(c) The maximum teaching load of any teacher of academic subjects is 750 pupil-periods per week with not more than six daily recitations. The Commission will require detailed explanation of variations from this rule. In interpreting this standard a double period in laboratory, shop, or two periods of study-room supervision shall be counted as the equivalent of one recitation period.

(No combination of such work should amount to more than thirty-five periods a week for any teacher. The minimum length of a recitation period shall be forty minutes in the clear.)

(d) The laboratory facilities shall be adequate for the needs of instruction in the courses taught.

(e) The location and construction of the buildings, the lighting, heating and ventilation of the rooms, the nature of the lavatories, corridors, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both pupils and teachers.

(f) The efficiency of instruction, the acquired habits of thought and speech, the culture and scholarship of the principal and the teachers, the general intellectual and moral tone of a school are paramount factors; and therefore, only schools which rank well in these particulars, as evidenced by rigid, thorough-going, systematic inspection, shall be considered eligible for the list.

(g) The Commission will decline to consider any school whose teaching force consists of fewer than four teachers giving their full time to high school instruction. When local

conditions warrant the introduction of vocational subjects, such as agriculture, manual training, household arts, and commercial subjects, the Commission will hold that a sufficient number of teachers must be employed and proper equipment added to provide adequately for such instruction.

(Sixteen daily recitations in high school subjects taught by not fewer than four teachers is considered a minimum in enforcing this standard.)

(h) No school shall be considered unless the regular annual blank furnished for the purpose shall have been filled out and placed on file with the inspector. Full data relative to changes must be presented annually.

(All schools whose enrollment for the preceding year was less than 200, all schools warned during the preceding year, all new schools applying for accrediting, and any other schools so directed by the State Committee must submit reports in full detail. All schools of enrollment of 200 or more, which are in good and regular standing, shall file detailed reports every third year only, those for 1930, 1931, 1932 to be designated by the state chairman, and thereafter in regular rotation. In other years these schools must submit an abridged report, covering essential items to be called for on an abbreviated form. These reports, with membership dues, must be filed with the state chairman by October 15. New schools must submit evidence of application for membership, such as a resolution by the local board.)

(i) All schools whose records show an excessive number of pupils per teacher, as based on the number enrolled October 1, even though they may technically meet all other requirements, will be rejected. The Association recognizes thirty as a maximum.

(The size of classes shall not be such as to impair efficiency of instruction. Thirty is recommended as a maximum. As many as forty in any class may subject the school to special investigation.)

(j) The time for which schools are accredited shall be limited to one year, dating from the time of the adoption of the list by the Association. In every case the character of the work done by a school must be the determining factor in accrediting. By personal visits of the inspectors, by detailed reports from the principal, and by the records made by the students in colleges, the character of a school's work shall be, from time to time, determined.

(k) The Commission recommends $1,000 as the minimum salary for teachers.

(The Commission recognizes $900 as a minimum salary for a year. A school in which a full-time teacher receives less than this amount may be warned or dropped.)

(l) Accurate and complete records of attendance and scholarship must be kept in such form as may be conveniently used and safely preserved.

(m) If the Lower Division of a Junior College covers three or four years of high school work, it shall be accredited by the Commission on Secondary Schools as if it were a separate high school, and under the Standards for Secondary Schools. If the Lower Division covers one or two years only, and is therefore incomplete as a high school of standard type, the institution as a whole must be accredited by the Commission on Institutions of Higher Education, applying to the Lower Division the Standards for Secondary Schools as follows: Article IV, except (g) first sentence requiring four full-time teachers, and excepting also (h) and (j) regarding separate reports and inspections. Article XI regarding the Library applies in full.

(n) Schools accredited by this Association and desiring to participate in inter-school athletics shall be members of, or shall be eligible for membership in, the state athletic association or league or some such organization.

(Any school applying for accreditment and not fully meeting this standard should file with its annual report through the State Committee a full explanation. The following interpretation and explanation of Article IV, Section (n) was adopted in the Richmond meeting of the Association December, 1936:

(1) That the member high schools of the Southern Association shall belong to their state high-school athletic associations or to associations whose standards conform to the minimum requirements of their state associations.

(2) That no member school shall participate in any invitational meet or tournament not sponsored or approved by its state athletic association.

(3) That the Southern Association goes on record as being opposed to invitational tournaments for girls.

(4) That the Southern Association strongly recommends to its member high schools that their athletic contestants be of normal high-school age and regular in attendance and that the age limit should be twenty years.

(5) That the Southern Association goes on record as strongly condemning the all-too-

prevalent practice of permitting high-school pupils to drop subjects, or to fail subjects, in order to extend their playing time.

(6) That the Southern Association recommends to its member schools that no pupil in any member school of the Southern Association be permitted to take part in interscholastic athletics after he has been in high school for ten semesters.

(7) That the Southern Association recommends that its member high schools schedule not more than ten football games during one season, and that no one team, or individual player, play more than one game a week.

(8) That the Southern Association recommends that its member schools spend no more time on interscholastic athletics than on other desirable extracurricular activities.

(9) That the Southern Association recommends to its member high schools that their programs of interscholastic athletics be extended to include such sports as tennis, golf, volley ball, soft ball, swimming, with special emphasis on those sports that may be continued after leaving school.

(10) That the Southern Association strongly recommends that its member high schools devote more time and efforts to the development of intramural sports for boys and girls.

(11) That the Southern Association regards with disfavor any high school whose principal, acting as the responsible head of that school, does not take an active and responsible part in the administration of interscholastic athletics.

(12) That the Southern Association shall require of its member high schools that their interscholastic athletics be administered only by those who are members of their high-school faculties.

(13) That the Southern Association recommends that no athletic games be played on nights preceding a school day.

(14) That the Southern Association goes on record as condemning the practice of some college authorities, or of college alumni, of molesting high-school players before graduation.

(15) That the Southern Association recommends to its member high schools that every possible effort be made to foster the development of good sportsmanship on the part of both pupils and spectators.

(16) That the Southern Association encourages conferences of the officials of the state high-school athletic associations.

(17) That the influence of the Southern Association should support the regulations of the state high-school athletic associations, but should not supersede them.)

Article V

Each State Committee shall prepare a list of accredited schools of its state according to the prescribed regulations and furnish the same to the Commission at its appointed annual meeting.

Article VI

From the lists thus submitted the Commission shall, at its annual meeting, select the schools which shall constitute the Southern List of Accredited Schools. Copies of this list when made up shall be furnished to the members of the Association before May 1, of each year. A school shall be removed from the accredited list for failure to maintain these standards.

Article VII

Colleges belonging to the Association shall report to the professor of secondary education or high school inspector by February 15, of each year, any cases of lack of preparation of, or other information relating to, students coming from schools in his state on blanks prepared by the Commission. These reports, after having been reviewed by the representatives of the Commission in the state, shall be forwarded by the above officer in tabulated form to the schools interested and also laid before the Commission.

Article VIII

The Dean's Report shall be taken into consideration in warning schools.

Article IX

All secondary schools that are members of the Association shall pay annual dues of $10.

ARTICLE X

Schools on the Southern List must be in the highest class of schools as officially listed by the proper authorities of the state.

ARTICLE XI

Standards for school libraries:

I. Books

(1) Enrollment of 100 or less students: 500 well-selected books exclusive of government documents and textbooks, to meet the needs for reference, supplementary reading and cultural and inspirational reading. Also one good general newspaper in addition to the local one, and a well-selected list of from 5 to 10 periodicals, suitable for students' use. Books selected from state approved list or from lists approved by Southern Association.

(2) Enrollment of 100 to 200 students: 500 to 1,000 well-selected books averaging 5 per student. Also good general newspaper and well-selected list of from 5 to 15 periodicals suitable for students' use.

(3) Enrollment of 200 to 500 students: 1,000 to 2,500 well-selected books, newspapers, and 15 to 30 suitable periodicals.

(4) Enrollment of 500 to 1,000 students: 2,500 to 5,000 well-selected books, newspapers, and 25 to 50 suitable periodicals.

(5) Enrollment of 1,000 or more students: 5,000 or more well-selected books, newspapers, and at least 40 suitable periodicals.

II. Librarian

(1) Enrollment of 100 or less students: Teacher-librarian with at least 6 semester hours in Library Science. Excused from certain number of hours of teaching and thus allotted definite time for library work, with regular hours in the library. Sufficient student help trained by the teacher-librarian to keep the library open all day, but open only under supervision.

(2) Enrollment of 100 to 200 students: Half-time librarian with a one-year course of 24-30 semester hours in an accredited library school, or half time with college graduation, including 12 semester hours in Library Science.

(3) Enrollment of 200 to 500 students: Full-time librarian with same qualifications and educational background as teachers, including 24-30 semester hours in an approved library school. One or two years' teaching experience is very desirable.

(4) Enrollment of 500 to 1,000 students: Same as above, with sufficient help and some experience in teaching or library especially desirable.

(5) Enrollment of 1,000 or more students: Full-time librarian with college graduation and at least 24-30 semester hours in an approved library school. Teaching and library experience especially desirable—a good contact with children already established. For every 1,000, or major fraction thereof, enrollment, there shall be an additional full-time trained librarian.

III. Appropriation

(1) Enrollment of 500 or less students: Annual appropriation of at least $1.00 per student per year for books, periodicals, etc., exclusive of salaries.

(2) Enrollment of more than 500 students: Annual appropriation of at least $.75 per student per year for books, periodicals, etc., exclusive of salaries.

IV. Course in Use of Library

Course of at least 12 lessons in the use of the library given by the librarian or teacher-librarian, preferably in first year of high school. (This course is required in all schools.)

V. Organization

(1) Enrollment of 100 or less students: At least an adequate shelf-list made and an adequate loan system installed.

(2) Enrollment of more than 100 students: Card catalogues, shelf-lists, accession record, and adequate loan system.

VI. Equipment

(1) Enrollment of 100 or less students to 200: Separate classroom or end of study hall fitted up with shelving, tables and chairs; always accessible to students, but under supervision.

(2) Enrollment of 200 to 500 students: Separate room equipped with tables, chairs, shelves, loan desks, magazine rack, bulletin boards, catalogue case, typewriter, and other essential office equipment. Room should be large enough to accommodate one-tenth of enrollment, allowing 25 square feet per person.

(3) Enrollment of 500 to 1,000 students: Same as above with separate library work room and essential office equipment.

(4) Enrollment of 1,000 or more students: Same as above with additional equipment to meet needs. If possible separate rooms for conference and for instruction in the library are desirable.

(If necessary, where impossible to get space in school building now in use for groups 2 and 3, study hall might be taken over as library, provided it is properly equipped and sufficient trained help provided to guide and aid in reading as well as to supervise study. At least two full-time trained librarians for 4.)

VII. These Regulations Are Effective Now

(1) Schools that do not comply with library standards by December, 1936, subject themselves to being dropped.

(2) The Commission will not impose undue burdens on librarians who were employed prior to December, 1929, and who are giving satisfactory service. The Commission does reserve the right, however, to require of such librarians reasonable additional training in Library Science.